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ABSTRACT

These materials consist of a series of lessons comprising an interdisciplinary, multicultural instructional unit. They were designed for use in an elementary school Spanish partial immersion program, to address a variety of needs and learning styles of children from diverse backgrounds, and are intended to foster a sense of community and responsibility, both local and global. The unit is organized according to the model of multiple intelligences: verbal/linguistic; logical/mathematical; visual/kinesthetic/musical/rhythmical, interpersonal, and intrapersonal. Lesson topics include: the connection between individuals and the human and natural worlds; the individual self; family; home; school; the local community; communities in general; seasons; the earth; and endangered animals. Included are excerpts from other publications and a number of reproducible student worksheets. A brief list of related materials is also appended. All instructions are in English, and some worksheets are all or partially in Spanish. (MSE)

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I AM CONNECTED TO THE WORLD

Unit of Study for Grades K - 2

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Spanish Partial Immersion

Developed with Title VII Funds

1993

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INTRODUCTION

This unity of study is designed to provide the appropriate experiences to achieve multicultural awareness of students.
The purpose of this unit is to help children understand themselves and how they are connected to their world.
We would like to stress the need of understanding how people in the hole world are inter-connected just as our Earth's ecosystems are inter-connected and interdependent.
This unit was developed to address the variety of needs and learning styles of children who come from diverse backgrounds. Through this unit, we hope to foster and nurture a sense of unity and responsibility to their immediate community as well as the global community.
This unit is organized taking into consideration the Multiple Intelligences Model: Verbal/Linguistic, Logical/Mathematical, Visual/Kinesthetic, Musical/Rythmical, Interpersonal and Intrapersonal.

CONTENT

Study of the person, the community, the world and its effects on our Earth

PROCESS

Teach the content and basic skills through the Multiple Intelligence Model
Integrate Multiple Disciplines
Develop the Science process skills
Integrate critical, creative and affective thinking skills
Develop research skills
Facilitate cooperative learning
Focus on open ended tasks
Use of manipulatives
Use of children's literature
Use of the whole lamguage approach
Develop thinking skills throuhout the curriculum

ASSESSMENT

One or more of these tools may be used according to the developmental needs of the students

Students work will be assessed in a variety of ways. Informal questioning, accuracy of responses, and observation of student's involvement are the more frequently used assessment techniques. The most important tool is the "Portfolio" which provides a collection of student's work. Using this compilation, the teacher and student can work together to determine how well the student is doing. The portfolio is a method of assessing students through a collection of work.

Written self-assessment and teacher assessment based on criteria brainstormed by the students and the teacher.

Another form of assessment will be journal writing.

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I AM CONNECTED TO THE WORLD

Concept: I am connected to the world
There is a relationship between ourselves and the earth.

1.- Brainstorming - What do you think when we say "our world"?
  Critical thinking skills:
    observation
    verbal expression

2.- Learn the song: We are the World

3.- Research:
  Brainstorm information (taken from books) about the world

4.- Physical aspects of the world:
  Make papier-maché globe and paint blue

  Beginning level:
  Shape of the world, walking field trips to explore similar shapes in the environment
  Sub-theme of shapes:
    Brainstorm shapes
    Make shapes out of different media
    Trace shapes in different media
    Feel shape blocks and guess what they are
    Trace shapes on partner's back, partner needs to guess what shape it is
    Make 'beings' out of shapes (pattern block cut-outs)

  Intermediate/Advanced:
    a) figure out surface area: how much chicken wire/papier maché will be needed
    Use atlases, encyclopedias, etc. to do the following:
    b) paint the continents of the globe
    c) topography: add mountains, etc.
    d) label continents, countries, oceans, etc.

5.- Classify what is on the earth
Living/non-living (Explore: What constitutes Living)
Classify within each category: e.g.: Plants, Animals

6.- Brainstorm and research how animals help each other
e.g.: animal herds, hunting, animal pairs

7.- Brainstorm and research how humans help each other

Activity: Have students brainstorm firs individually, then as a group a list of something (e.g.: animals.) Compare the two lists and recognize that as a group we have more ideas, yet every individual is important to the group's process.

Read aloud the fable of the Miller and his Children, stresses the importance of working together.

The Big Turnip - contrast to The Little Red Hen.

8.- Explore the idea that for a group to work together rules are needed.
Brainstorm what the class would look like without rules.
Brainstorm why rules are needed
Brainstorm a list of rules for the classroom
Students and teacher may agree to sign rules like a contract of mutual respect
Activity to illustrate the importance of rules and the fact that they need to come before "fun".

Materials: plastic eggs, large glass jar, rice.

Explain to the children that the eggs represent the children (the rules?) and the rice represent "fun". When the other children are thought of first (put the plastic eggs in the jar-the students could each have their own with their name in it) they all fit and the fun can fit too (pour the rice in around the eggs.) However, when the rice (the fun) comes first (pour the rice without the eggs) the eggs don't fit.

MYSELF

Concept: Taking care of myself

Brainstorm: What do you do to take care of yourself?

Read aloud: Yo Soy
Yo Solita (from Días y Días de Poesía)

Brainstorm: How are we the same?
How are we different?
What would it be like if we were all the same?

Activities: Draw self-portraits using mirrors
"Me" books
"Me" collage
"Me" T-shirt
Graphing of physical attributes

Discussion: Physical characteristics versus behavioral characteristics, e.g.: brown eyes vs. helpfulness. Make a list of behavioral characteristics, role play to illustrate them. Explore issues around racism: Do your physical characteristics dictate your personality, your intelligence? Which kind of characteristics are most important to you in a friend? How do you feel about people who look different, speak a different language?

Read aloud: The Sneetches by Dr. Seuss

Homework: Discuss with parents: have your parents ever encountered racism? Talk about the situation and their feelings, and possible solutions to the problem.

Sub-theme: Back to the physical Me, Myself

My Body:

Activity: Make a big book of the parts of the body and what they do
Create a silly body, a body that could live underwater, in the trees, etc.

Songs: Hokey Pokey
Heads, Shoulders, Knees and Toes

Flannelboard body-with labels

Math: How many of each part of the body do you have? Do two kids have?, etc.
Create a monster with (e.g.) five heads, three feet, etc.
Pattern movements using different parts of the body

Read aloud: Here are my Hands, by Bill Martin

Problem solving: How would you do certain tasks if you were handicapped:
How would you communicate certain needs if you met someone whose language you didn't speak?

Sub-theme: Inside our Body

Activity: Make a butcher paper outline of each child and have them cut it out.
Introduce and learn about a different organ every day (learn: what that part does, where is it and how to take care of it.) Draw it to scale and add it to the body.

Graph heart during different activities
Put together a skeleton
Study the parts of bones

- Health Habits:

Activities: Brainstorm a list of health habits
Research health habits using Health text
Make posters to put around the school that encourage the other students have good health habits.

Read aloud: Tabitha se Niega a Bañarse

Sub-theme: Nutrition:

Activities:

Brainstorm: What is nutrition?
Introduce Food Pyramid
Classify different foods according to their place on the pyramid
Have kids physically BE a food pyramid and label them
Create a Health Food Store
Have parents donate healthy foods. Have students plan it and run it for a couple of days, raise money for a food bank for the poor
Grow health foods, e.g.. sprouts
Brainstorm healthy snacks
Make big stuffed fruits and vegetables (to decorate the Health Food Store). Label them with information about the nutrients, vitamins in each one.
Create a NEW fruit or vegetable, describe its nutritive value, name it and describe where it grows.
Teach the students how to read the nutrition labels.
Have each student create a balanced meal our of clay on a paper plate. Label the foods and which food group they come from.

Read aloud: The Great Big Turnip
The Biggest Watermelon Ever
The Greatest Pumpkin Ever
The Carrot Seed
The Man who Cooked for Himself
To Market - Arnold Lobel
El Sandwich más Grande, Jamás
La Sandía más Grande
La Oruga muy Hambrienta

Math: Find the patterns in fruits and vegetables
Make prints using fruits and vegetables

Sub-theme: Science - Five Senses

Activities: Make a mural of what you see during a certain season
Take a neighborhood walk and make a chart of what is: seen, heard, felt, tasted and smelled
Make a graph of what is student's favorite thing to: see, hear, taste, smell and feel.

Activities for sense of TASTE:
Science experiment:
Brainstorm list of adjectives of how things taste
What parts of the tongue taste each
"taste", e.g.: sour, sweet, etc.
Read aloud:

Activities for sense of HEARING:
Study parts of ear
tape different noises, kids have to tell what they are
number recognition: kids close eyes and hear clapping and have to count how many claps they hear.
learn some sign language
brainstorm inventions (real and possible) for the hearing impaired
Speaker: hearing impaired member of the community

Activities for sense of SIGHT:
Study parts of the eye
Review shapes and take a "shapes walk" record what shapes can be found.
Explore the concept of big and little and what senses are needed to know if something is big or little.
Sub-theme: colors:
teach the names of the colors
explore the primary and secondary colors, make color paddles using cellophane, mix the colors using watercolors, using food coloring in water.
explore light with prisms, bubbles
make patterns with colors and shapes, have the colors symbolize a movement and make a pattern line of the

movements make creatures using construction paper pattern
block cut-outs, creature must have 3 greens, 2 blues, etc.
discuss what certain colors remind you of, how they make you feel
graph favorite colors
hide colored toothpicks in the grass during each season, explore the grass contrasts with the toothpicks during each season

Read aloud: Oso Café
Brown Bear, Brown Bear
Sing: De Colores
A mi Burro

Sub-theme: Size
Explore the idea that size is relative
List adjectives that describe size
Draw pictures from different perspectives
Read aloud: Jack and the Beanstalk
Paquito y los Frijoles Mágicos
The Teeney Weeney Woman

Activities for sense of TOUCH:
Feely box
Texture board
brainstorm list of adjectives, e.g.: rough, smooth, etc.

Science: Where do you have more nerves in your body? Teach different parts of the body with a feather. Put on a continuum how sensitive was that part of the body. Explore the idea that "feel" can means emotions too. List possible emotions that one can feel.

Activities for the sense of SMELL:

Science: Animals mark their territory by leaving their smell behind. Put a certain smell on masking tape trails leading around the room. See if the students can follow one smell even when their path crosses the path of other animals' smells.

Brainstorm a list of adjectives for smells.
Make a smell pattern using extracts
(e.g. peppermint, root beer, vanilla).

MY FAMILY

Activities:

Read a book about the family:
El Niño y el Robot, (Santillana)
Yo Amo a mi Familia
Friday's Night is Papa's Night

After reading, discuss family interdependence: whoever takes care of you is your family: similarities/ differences

Who is in the family?
What's important about the family?
How do we help each other?
Write down important key words:
i.e.: La familia tiene hermanos
The family has brothers and sisters

Students bring in pictures/scrapbooks to create timelines.

Projects:
- Construct family puppets
- Poster all about my family
- Make big books about your family
- Accordion books with paper dolls representing family members.

Where is your family from? Origin.
Trace diorama of country origin.
Trace countries and graph different shapes.
Parent speakers
Interview parents with form decided by class

Languages spoken at home:

graph languages spoken in class and teach classmates phrases in native language

Graphing Activities for Math

Make graphs as a group activity with all the children participating in making the graph and then interpreting the graph.

How Many People In Your Family? (A Counting Activity)

Materials: Butcher or other large paper; paper for making name cards (sticky note paper may be used); glue stick; markers, pencils, or crayons

Preparation: Make the graph outline on chart paper as shown in the diagram. (Adjust graph to fit your class.)
Cut pieces of paper to fit the graph for use as name cards.

Making the Graph

Take a small group of children at a time.

Help each child print his name on a piece of paper.

Help each child name and then count the people in his family.

Ask him to paste his name card in the correct place on the graph.

When all the children have had a turn, call them together to interpret the graph.

Interpreting the Graph

Ask the children to find their names.

Ask them to find out how many families have only 1 person. Discuss why.

Ask how many families have 2 people.

Ask how many families have 3, 4, 5 people, etc.

Help them decide who has the smallest family and the biggest family.

Discuss how to find out which size family is the most common.

Teacher Note: You can take advantage of the activities on this page and the next to observe family structures and the child's attitudes towards his family. This will help you to identify children who need extra guidance or support.

How Many People In Your Family?

1					
2	Joe	Sue			
3	Jim	Ann	Lucy		
4	Bryn	Bob	Wen	Tara	Lyn
5	Bill	Toby	Dee		
6	Tim	Katy			

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Graphing Activities for Math *(cont.)*

How Many Big People in Your Family? (Set Sorting)

Materials: Butcher or other large paper; paper for making name cards (sticky note paper may be used); glue stick; markers, pencils, or crayons

Preparation: Make a graph on chart paper as shown in the diagram. (Adjust graph to fit your class.)
Cut pieces of paper to use as name cards to fit the graph.

How Many Big People In Your Family?

1	Cindy	Linda	Tony	Bob		
2	Terry	Dave	Marie	Cathy	Lynn	
3	Glenn	Jim				
4	Jon	Vince	James			

Making the Graph:

Take a small group and help each child make her name card. Help each child name her family members and sort them into 2 sets—big people and little people. Let her determine the division and have her provide support for her decision. Ask her to paste her name card in the correct place on the graph.

Interpreting the Graph:

Ask the children to find their names. Ask them to find out how many families have only 1 big person. Ask how many families have 2 big people, etc.

Help them decide which family has the fewest big people and which family has the most big people.

Have children with many big people in their families tell about them.

In My Family I Am the ____________ Child

Tanya			Chang
Jan	Adbul		Chad
Tam	Maria	Tracy	Ash
Jeff	Scott	Joy	Sue
OLDEST	MIDDLE	YOUNGEST	ONLY

Suggestions for Other Living Graphs

"How Many Little People in Your Family?"

"How Many Boys and Men in Your Family?"

"How Many Girls and Women in Your Family?"

"Am I The Youngest, Middle, Oldest, or Only Child in My Family?" (Ordering)

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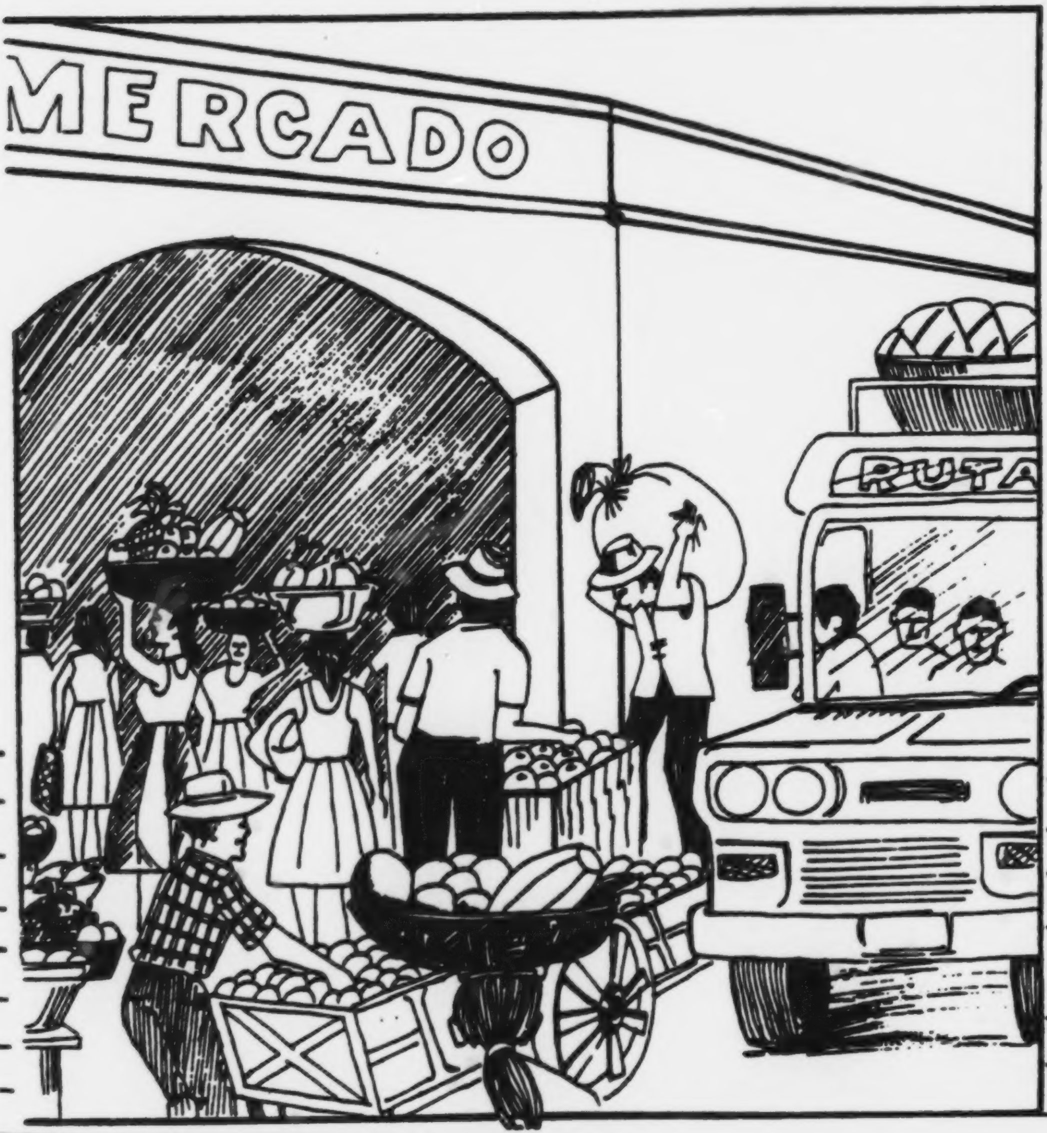
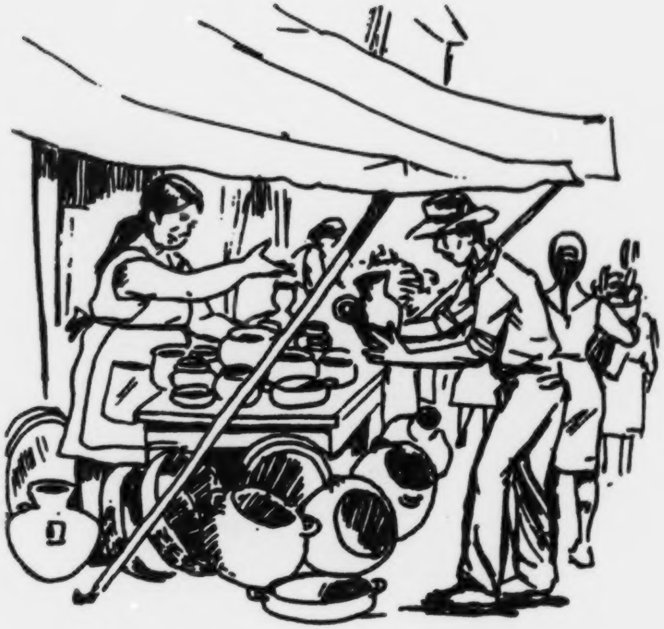
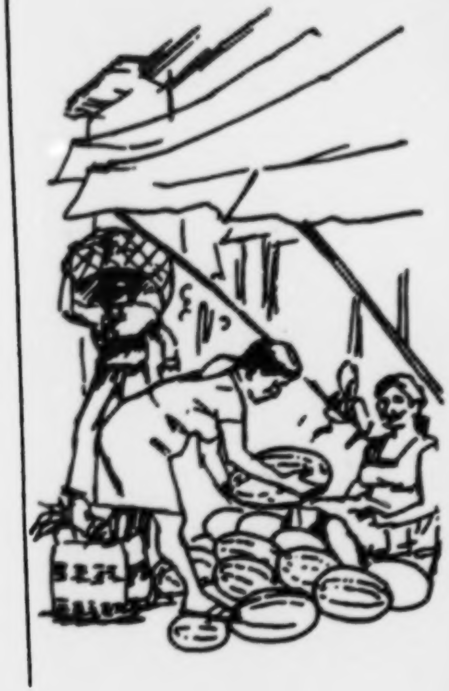

MERCADO
RUTA





MY HOME

Concept: Shelter is essential for all living things.
Respect is necessary for a peaceful co-existence.

Our Homes: My home, different homes, homes around the world.

Activities:

1.- K-W-L pre-reading strategies: brainstorm, homes, label, web, vocabulary development

2.- Read aloud: A House is a House for Me;
Así es Nuestra Casa; Ediciones Altea;
Mi Hogar, Sunshine Books, The Wright Group

Critical thinking skills:
making relationships, analogies, classification, research

3.- Post-reading strategy:
Ask, discuss - why is shelter essential for all living things?

4.- Brainstorm as a class:
Different ways of representing various shelters for all living things.
Possibilities: habitats, living/non-living
living: Create homes for land, water, air, homeless, discuss
non-living: Homes for objects; Integrate Science lesson on energy (heat, light, machines, etc. Sound, magnets)

Projects/Products:

1.- Break into groups and work on compare/contrast four houses on your street

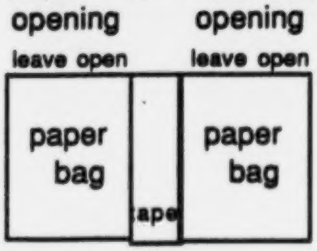
2.- Research projects:
-dioramas, posters, models, illustrate and describe your home, map out your home or your room
- construct a home, design ideal home, research tools used in construction, recycled items used to construct a home

Integration of Science:

1.- Discuss how climate influences resources: adobe, wood, brick, etc.
    (house building, construction in different areas of the world)

2.- Recycling habits:
    (a) how to organize a recycling center at home;
    (b) make big book about recycling with paper bags

(grocery paper bags taped together)



This book is a sorting activity of recycling. Each bag will be a recycling center.

Example: after naming each bag, put glass items in "glass bags", paper items in "paper bag", etc.

    (c) invite guest speaker from Arlington Sanitation Department
    (d) make big book "To Recycle, to Recycle, Where do I Go"
        by Jaqueline Martin.
        (format of book taken from "Brown Bear, Brown Bear")

Story:

P 1.- To recycle, to recycle
where do we go?
To the different recycling bins.
That's where we go.

P 2.- Paper, paper
where do you go?
I go to the paper bin
That's where I go

P 3.- Plastic, plastic,
where do you go?
I go to the plastic bin
That's where I go

P 4.- Spoiled food, spoiled food,
where do you go?
we go to the compost bin
That's where we go

P 5.- Metal, metal,
where do you go?
I go to the metal bin
That's where I go
P 6.- Glass, glass,

where do you go?
I go to the glass bin
That's where I go

P 7.- Old clothes, old clothes,
where do you go?
We go to the second hand shop
That's where we go!

P 8.- Mommy, Daddy,
where do you go?
We go to the recycling drop-offs
That's where we go!

(See resource section or attachments to xerox cut-outs to use for pictures in big book)

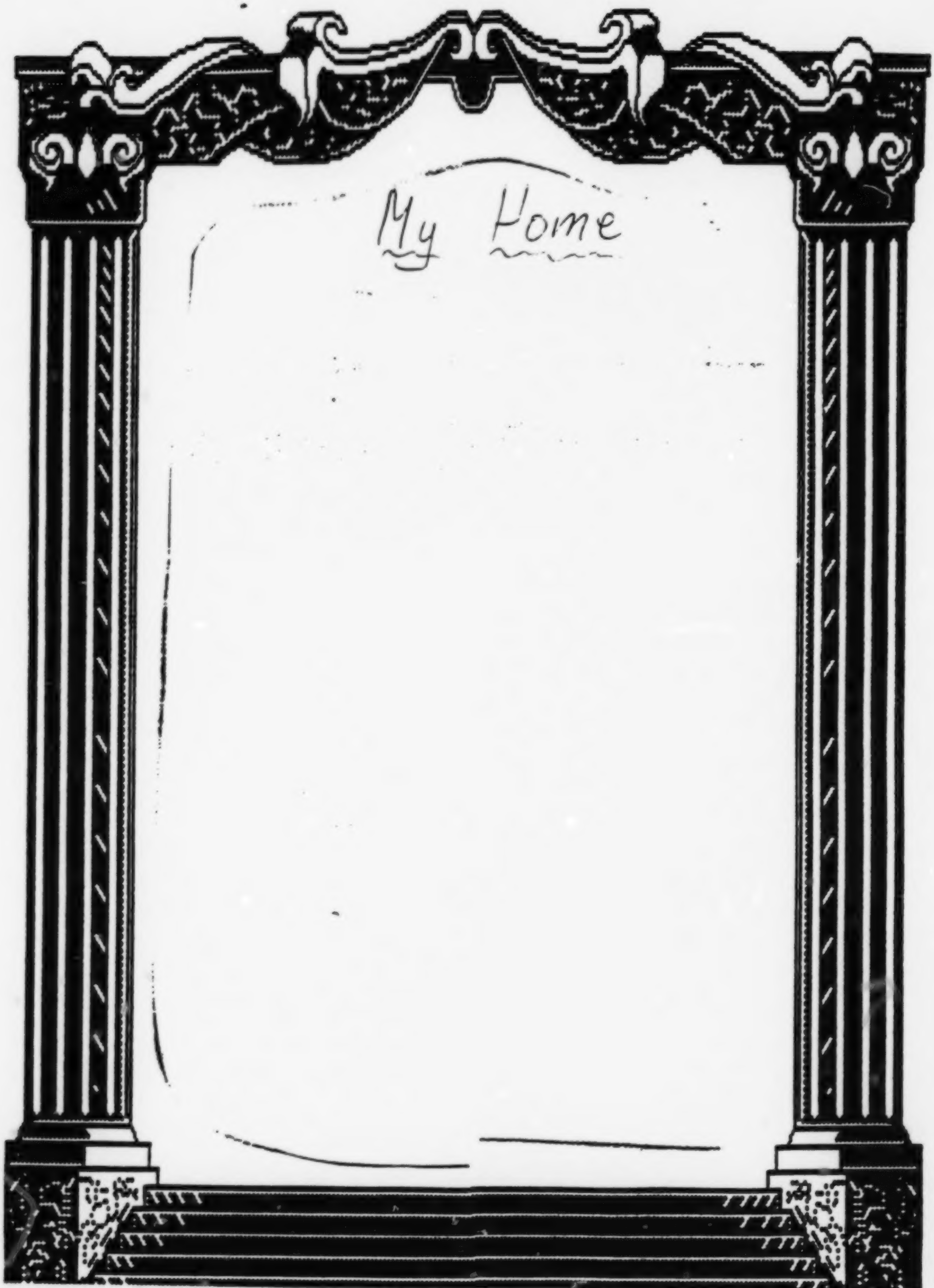
Integration of music and the arts:

1.- students write a song and dance to represent our homes, homes around the world, our home the earth

2.- Sing songs from "Our Animal Friends", by Jo Eklof

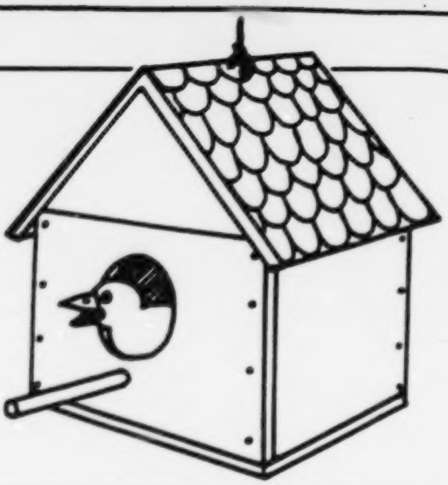
Resources:

"Environment" - GT curriculum
"Tools" Scholastic Books
"Science through Children Literature: An Integrated Approach", Teacher Ideas Press, Carol and John Butzow
Life Habitat Video Series, MGB Videos (314) 968-1570; (800) 927-9229
Let's Reduce and Recycle: Curriculum for Solid Waste Awareness - EPA - (Free! Call them!)
50 Ways that Kids can Help the Earth



My Home

Reading / Vocabulary

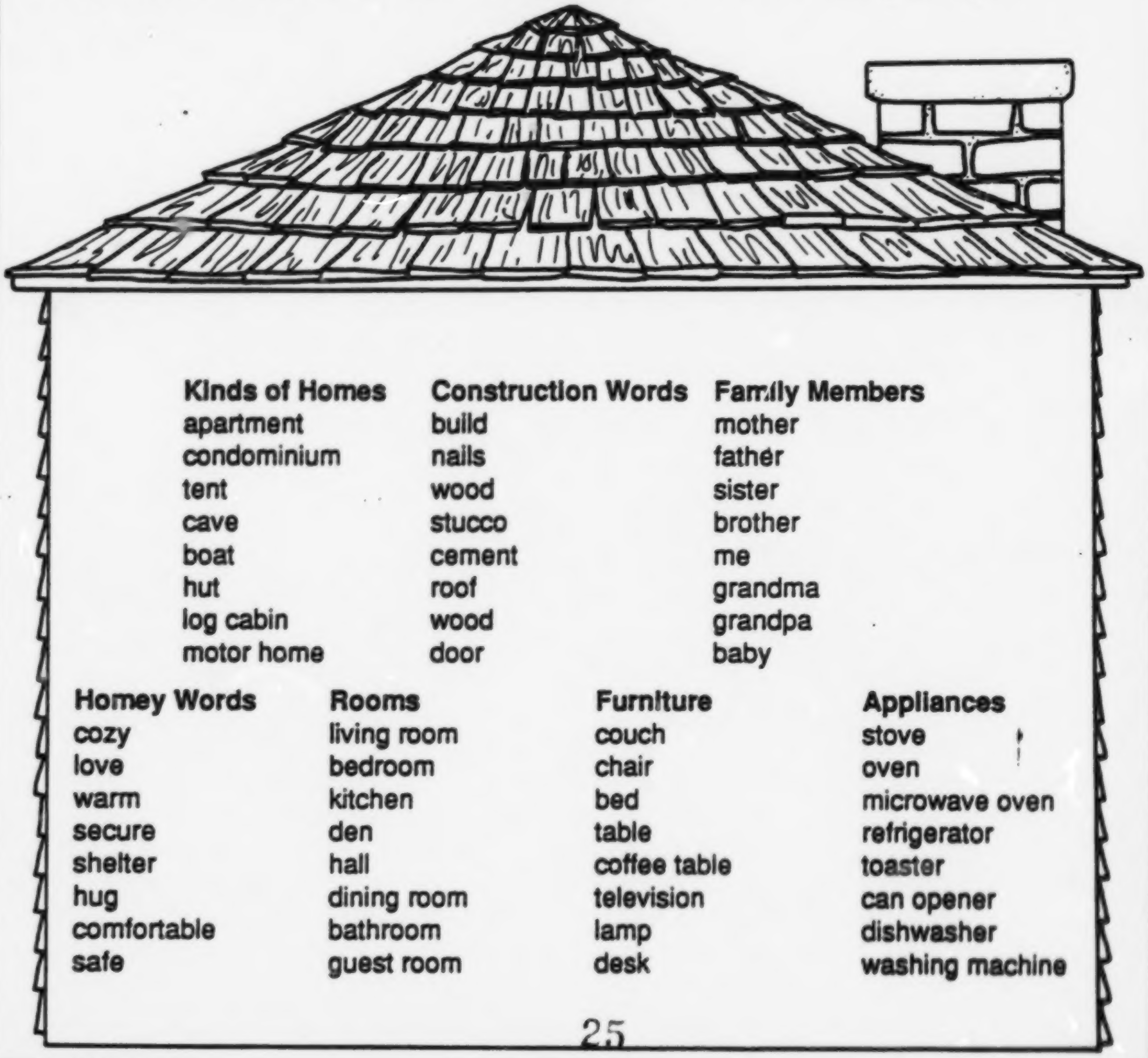


Word Lists

Read aloud, *A House is a House for Me* by Mary Ann Hoberman. Discuss how the author uses the word "house" and relates it to animals and objects. Ask students what is meant by "A glove is a house for a hand." As students think of other types of houses, list their ideas on a chart.

People Word House

Share *100 Words About My House* by Richard Brown. Have students suggest other words about homes and list them on a chart. Students may refer to the list during writing time.



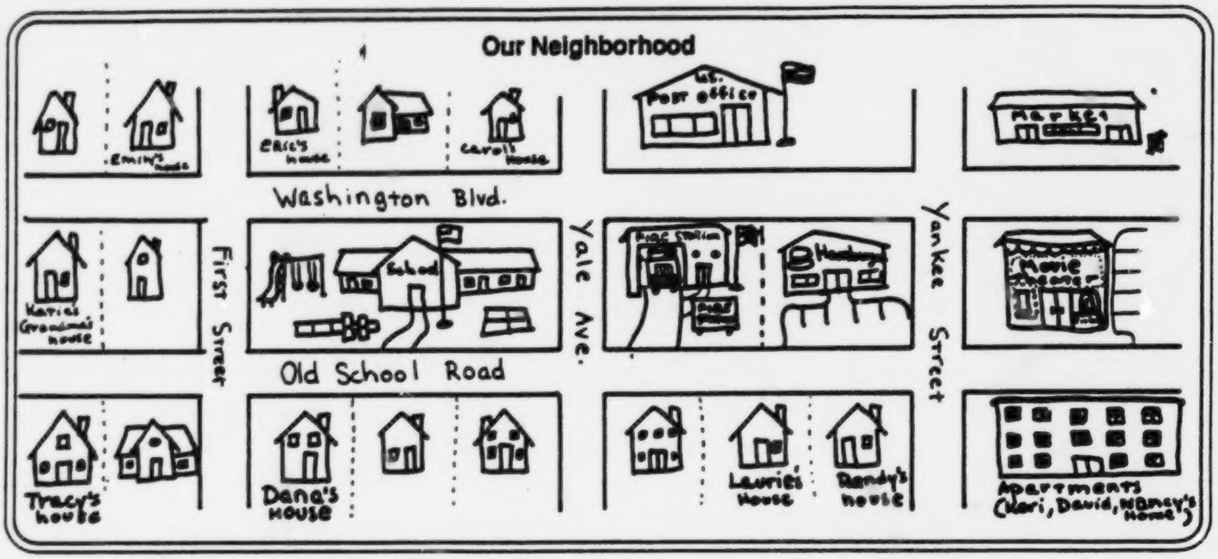
Kinds of Homes	Construction Words	Family Members
apartment	build	mother
condominium	nails	father
tent	wood	sister
cave	stucco	brother
boat	cement	me
hut	roof	grandma
log cabin	wood	grandpa
motor home	door	baby

Homey Words	Rooms	Furniture	Appliances
cozy	living room	couch	stove
love	bedroom	chair	oven
warm	kitchen	bed	microwave oven
secure	den	table	refrigerator
shelter	hall	coffee table	toaster
hug	dining room	television	can opener
comfortable	bathroom	lamp	dishwasher
safe	guest room	desk	washing machine

Social Studies

Literature-based Ideas

1. Read aloud *Houses and Homes* by Ann Mountfield or share the pictures in *People* by Peter Spier. Use pages 25 and 26 as a follow-up activity.
2. Take a walking tour of the school neighborhood and have students color their favorite home or apartment building. Combine the homes to create a simple neigborhood map.


Our Neighborhood
Emily's house
Eric's house
Carol's house
U.S. Post office
Market
Washington Blvd.
Katie's Grandma's house
First Street
School
Yale Ave.
Fire Station
Movie Theater
Yankee Street
Old School Road
Tracy's house
Dana's house
Laurie's house
Randy's house
Apartments (Kari, David, Nancy's Home)

3. Read aloud *Is Anybody Up?* by Ellen Kandorian. This book shows what children in other parts of the world are doing while a little girl is fixing breakfast. Point out the countries on a world map as you read the story. Teach students the word for house in other languages:

   French "maison"

   Spanish "casa"

   German "haus"

   Hebrew "bayit" (say buy-it)

   Invite students and their families who come from other countries to share special customs.

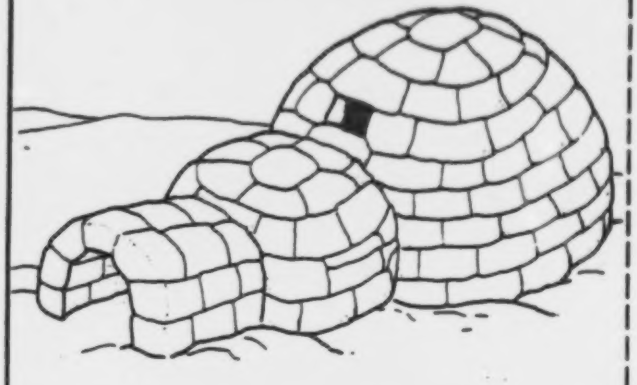
4. Read aloud *Rabbits' Search for a Little House* by Mary DeBall Kwitz. Discuss with the students how it would feel not to have a house. Some students may have heard about homeless people in their city or state who have no place to live. This could be due to lack of money, illness, or a disaster that ruined their home such as a fire, hurricane, earthquake or flood. Ask students how they might help the homeless (donate food and clothes to a shelter, etc.).

Homes Around the World

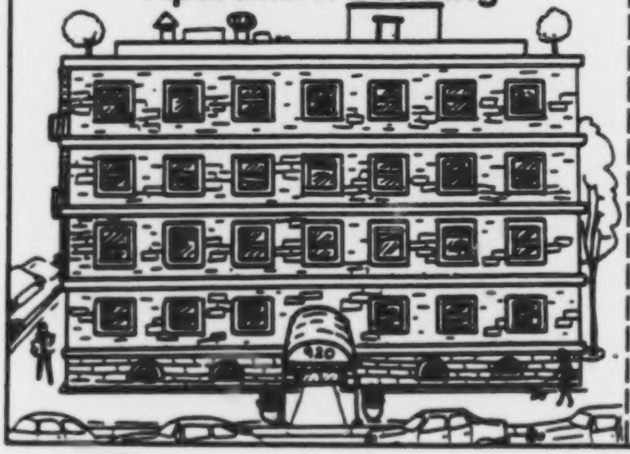
Name ______________

Color these homes and people from around the world. Cut ou
the person next to the correct home.

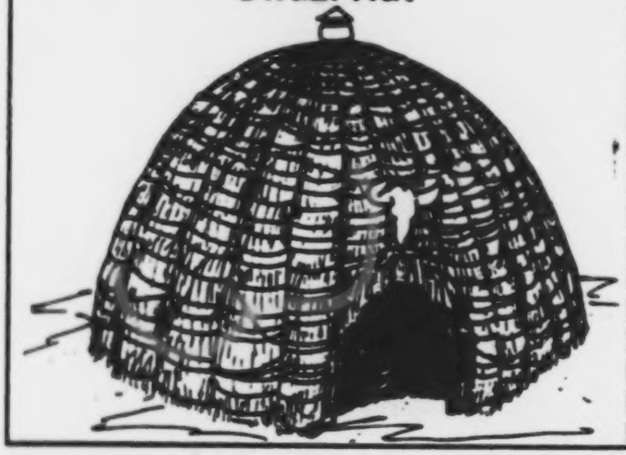
Snowhouse

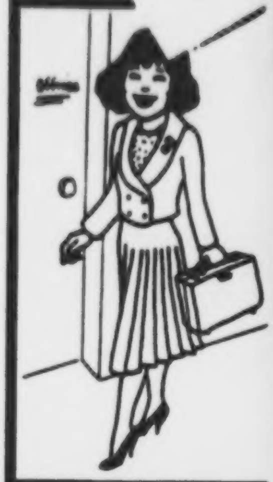


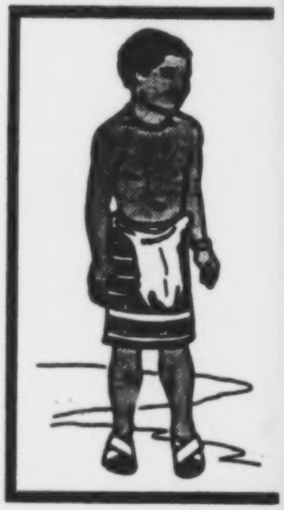
Apartment Building

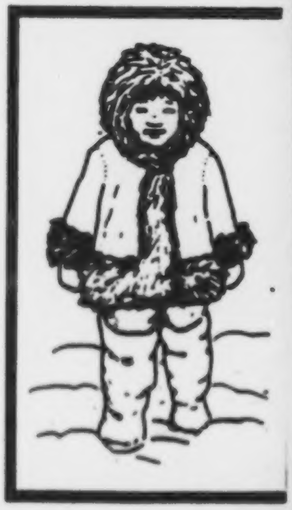


Swazi Hut





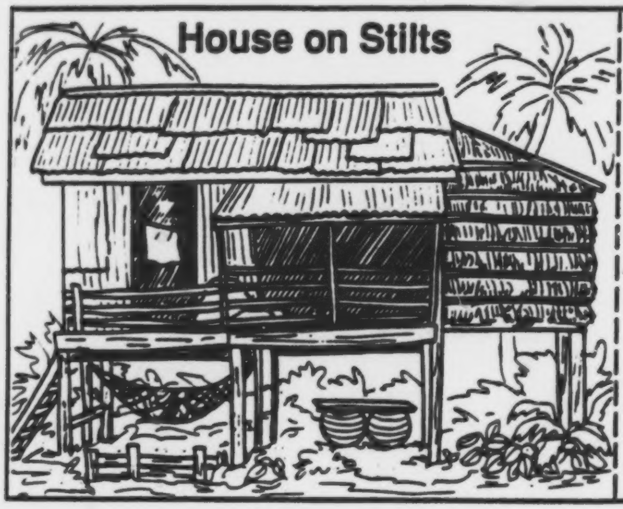


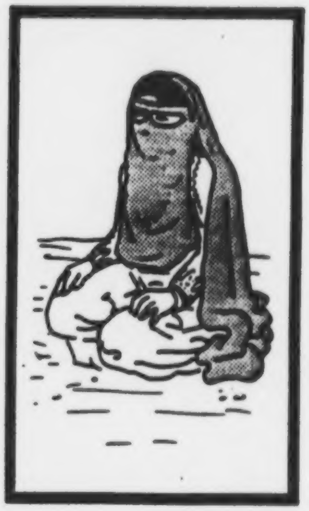


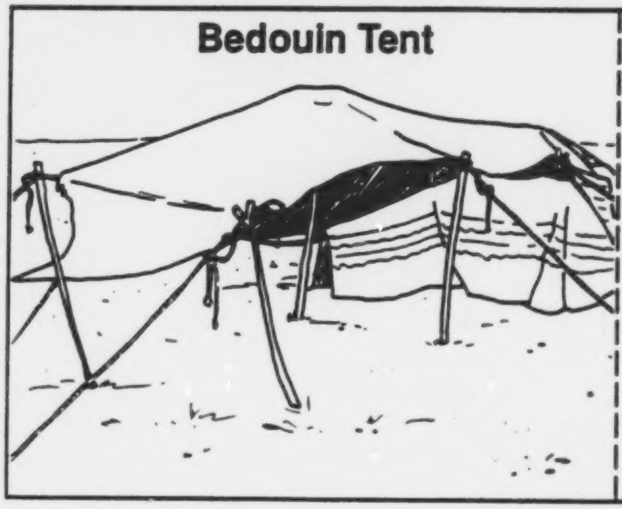
Homes Around the World

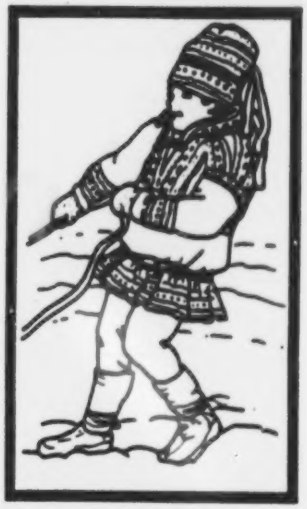
Name ______________________

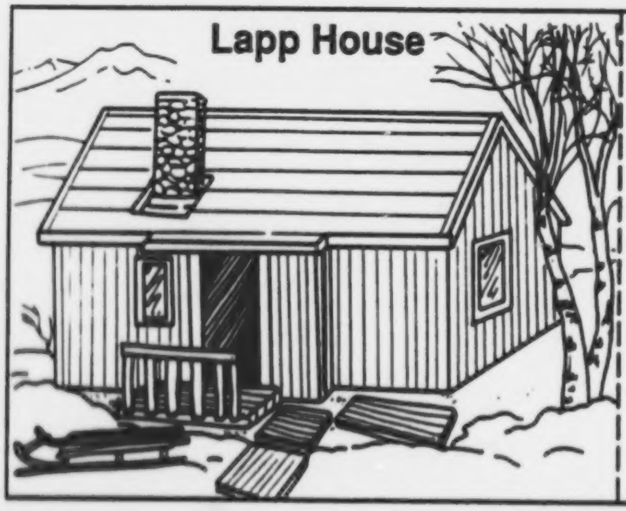
Color these homes and people from around the world. Cut out and glue the person next to the correct home.

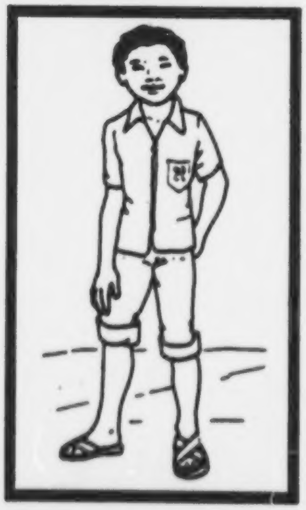

House on Stilts




Bedouin Tent







MORE ABOUT ADOBE

Adobe has been used for building in many parts of the world. It is a good material when people have little money. They can make their own bricks. It has been used in the Middle East, India, and in South and Central America. One problem in Latin America is that there are many earthquakes. Adobes flying around cause many injuries. Some adobe construction is built to endure earthquakes. Adobe is also a good material to use when building a solar house. A solar house is one where the sun is used to help with heating. To make a solar house, large windows face south (the direction the sun comes from). One way to keep the heat is to make a storage wall. The storage wall faces the windows and absorbs the sun. An adobe wall can store heat. An outside wall should be insulated on the outside. An adobe floor can also store heat. Adobe is good marterial for building houses and hornos.

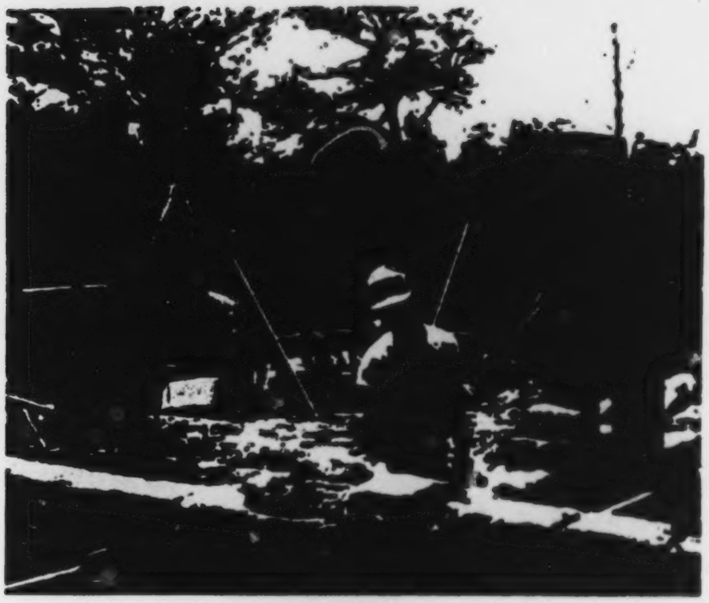
HOW DO MASS MATERIALS STORE HEAT?

In this activity, the mass will be water. The same thing would happen with adobe as a mass material.

1. At the end of the day fill one coffee can with hot water. Leave another empty.
2. Put both cans in styrofoam coolers.
3. Seal the coolers. Put in a cool spot.
4. In the morning, measure the temperatures inside each box.

The temperature in the box where you put the full can will be warmer than the one with the empty can. Mass stores heat and keeps the temperature warmer. Insulating materials like styrofoam slow down loss of heat. How can you use mass and insulation together in a house?

Information courtesy of ADOBE SOLAR ASSOCIATES Bill Yanda, Mark Chalom, and Quentin Wilson.

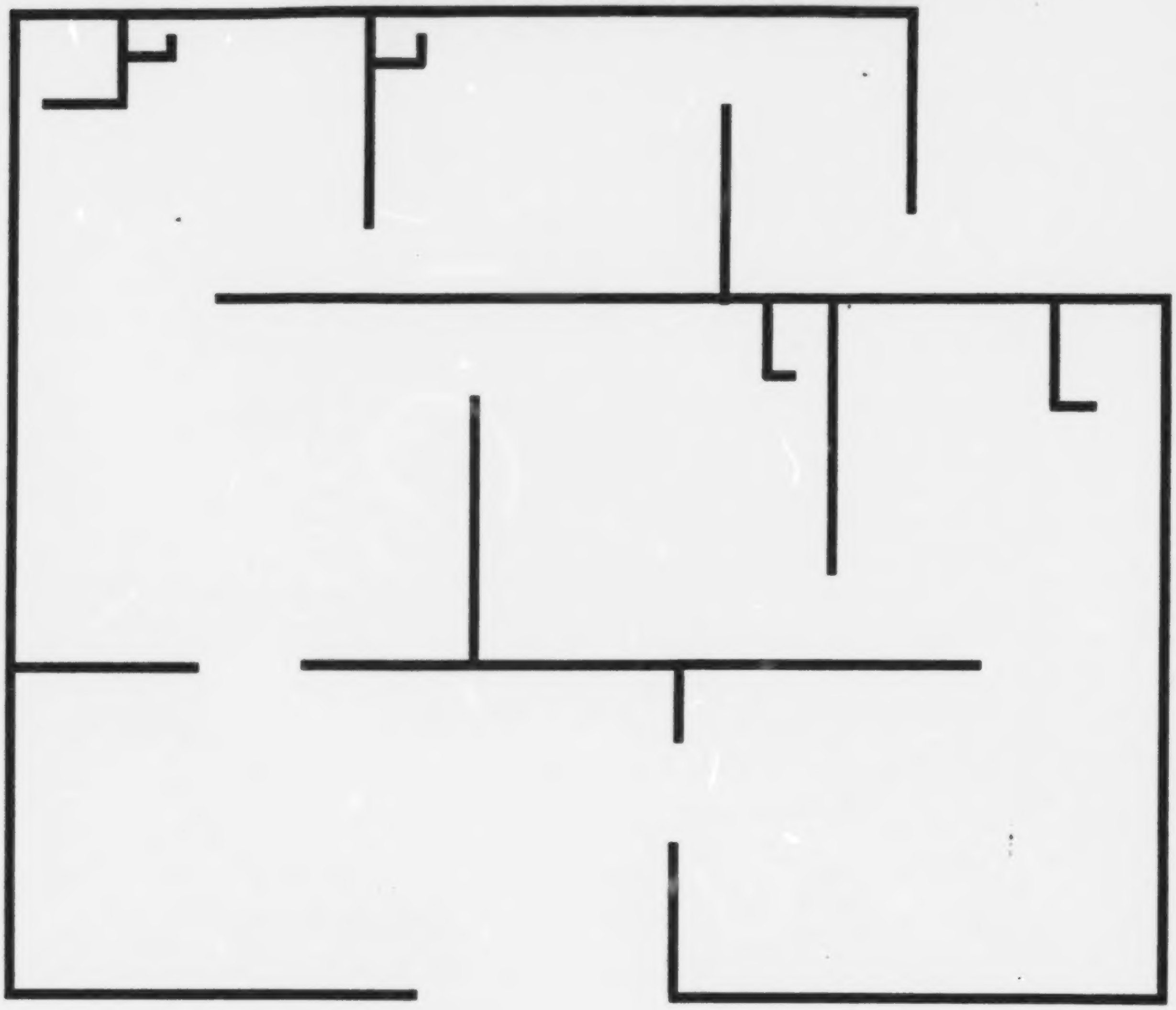


ADOBE

El adobe es un material muy común. Adobes son ladrillos hechos de una mezcla de barro, arena, paja, y agua. La mezcla necesita ser exacta. Si hay arena de más, los adobes se deshacen. Si hay barro de más, se disminuirán. Luego se echa agua y se deja remojar un rato. En la mañana, se le echa paja tajada y se mezcla. Cuando todo está bien mezclado, se echa la mezcla en formas de madera. Después de 2 o 3 días, los adobes estarán secos. Se ponen formas de madera para las puertas y ventanas. Cuando las paredes están acabadas, se hace el techo. Un tipo de techo es de vigas y latillas. Una viga es el tronco de un árbol que se le quita la corteza. Sobre las vigas se ponen latillas. Latillas son brazos que se le quitan a los árboles también. Se acaba el techo con brea y piedra de pomilla o tierra. Otra cosa hecha de adobe es el horno redondo del estilo indio.

UNA CASA DE ADOBE

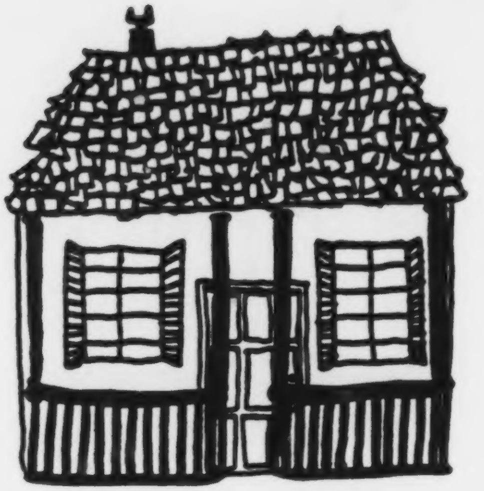
DIRECCIONES: esta casa tiene 9 cuartos; ponga los nombre en los cuartos apropiados; dibuje los muebles en cada cuarto de la casa y nómbrelos.



CUARTOS

alcoba
despensa
portal
cocina
excusado
ropero
comedor
patio
sala

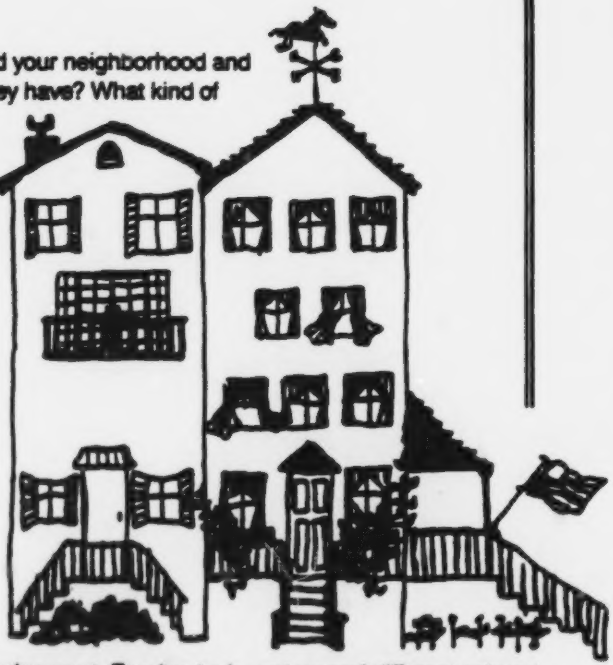
House



Look at my front
And guess the surprise.
The roof is my hair.
My windows are eyes.
A door nose and mouth.
The porch makes a chin.
Do I look like the house
You're living in?

Poem fun: Say the poem and draw the picture it describes in the air.

Exploration and discovery: Walk around your neighborhood and look at the houses or buildings. Do you see the "faces" they have? What kind of "face" does your house or apartment building have?



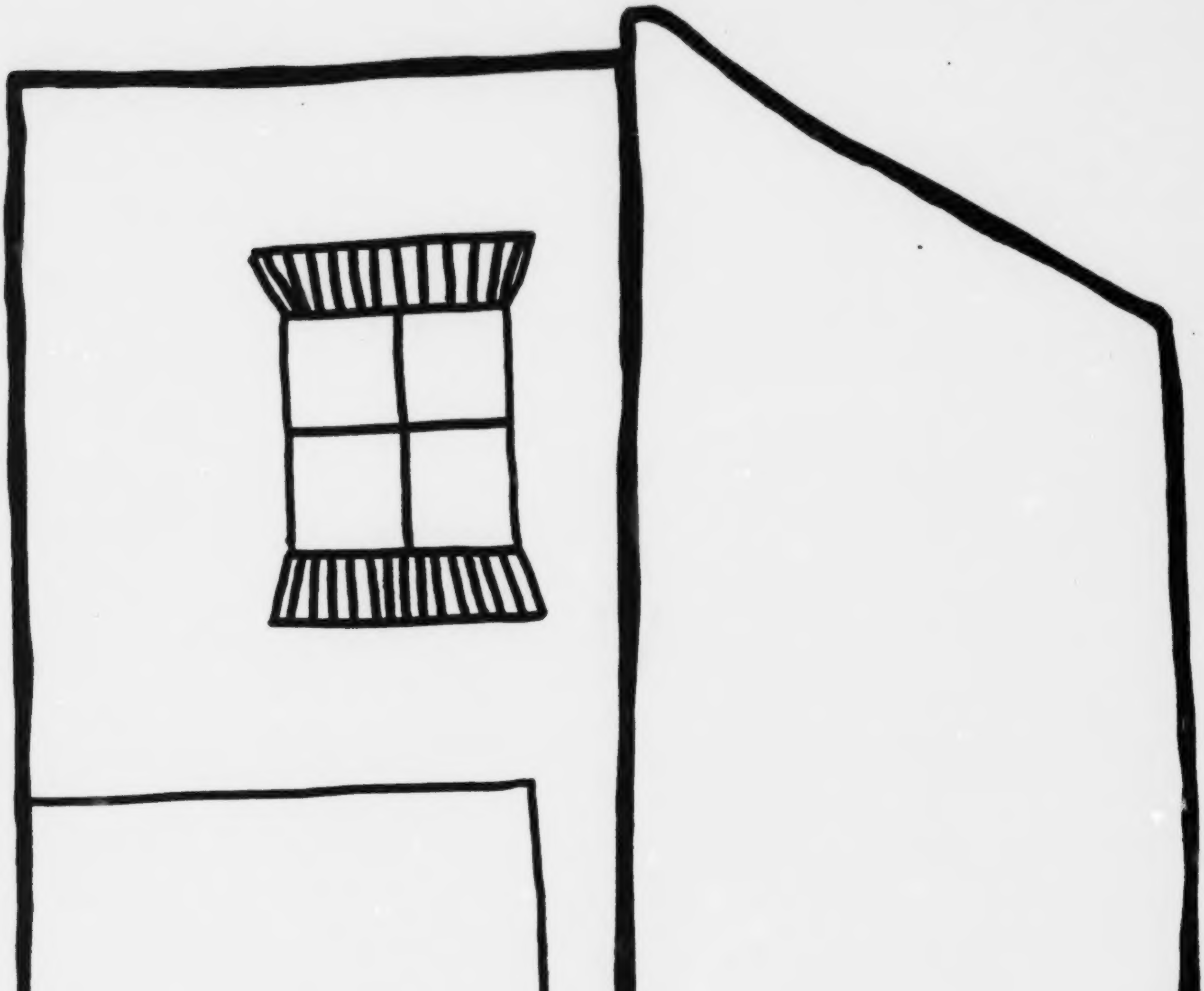
Art: Use the pattern to cut a house from construction paper. Color it to look like your own house or apartment building.

Bulletin Board: Cover a bulletin board with butcher paper. Glue or tack a construction paper rectangle in the center of the butcher paper to resemble your school. Do you live close to school or far away? Decide where to put your house on the bulletin board. Finish by drawing streets, cars, grass, trees, and other details on the butcher paper.

Creative Thinking: If you could live wherever you'd like, where would it be? Why? What kind of house would you live in? Design your dream house and draw a picture of it.

Game time: Use this simple game for memory development. *Teacher task*—cut several different colored houses from felt using the pattern. Cut a small gray mouse from felt. Put all the houses on flannel board. Ask a child to put the mouse in one of the houses. Give the children a moment to study the houses. Then remove the mouse and ask another child to put the mouse back in the same house. Everyone can say, "Eek! There's a mouse in the house!"

BEST COPY AVAILABLE



OUR SCHOOL

Activities: 1.- Learn songs and poems about school
  2.- Tour the school
  3.- Read aloud books about schools
    Interview all school staff
  4.- Interview people throughout school about their jobs & thoughts and actions on recycling

Critical thinking skills:
  1.- problem solving
  2.- responsibility
  3.- originality/flexibility
  4.- predicting/forecasting

Projects/Products:
  1.- Interview all school staff
  2.- design a school map, make scale for map
  3.- use map key
  4.- beautify our school/ brainstorm ideas (setup centers in school for ex. recycling) Planting a garden

Integration of Math, Science or Fine Arts
  1.- Graph : "How we Come to School"
  2.- Make a pie chart and/or bar graph of most recyclable items
  3.- Graph of who recycles and who doesn't

Teach/Learn song:

Corre, corre niño / pajarito vuela
ya las estrellitas están en la escuela
la maestra luna / les da la lección
y las estrellitas ponen atención

La maestra luna / se llenó de tiza
y las estrellitas / mueren de risa
Ha-ha-ha, ha, ha / Ha-ha-ha, ha, ha

Teach/Learn song:

We Recycle, by Jaqueline Martin
(sing to the tune of "Frere Jacques")

We recycle, we recycle
Here at (school name)
Here at (school name)
We are responsible,
each and everyone of us,
to save our earth,
to save our earth

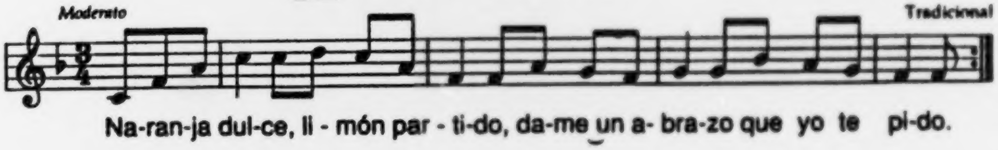
Our School

Con los abrazos decimos ...
que somos buenos amigos.

15

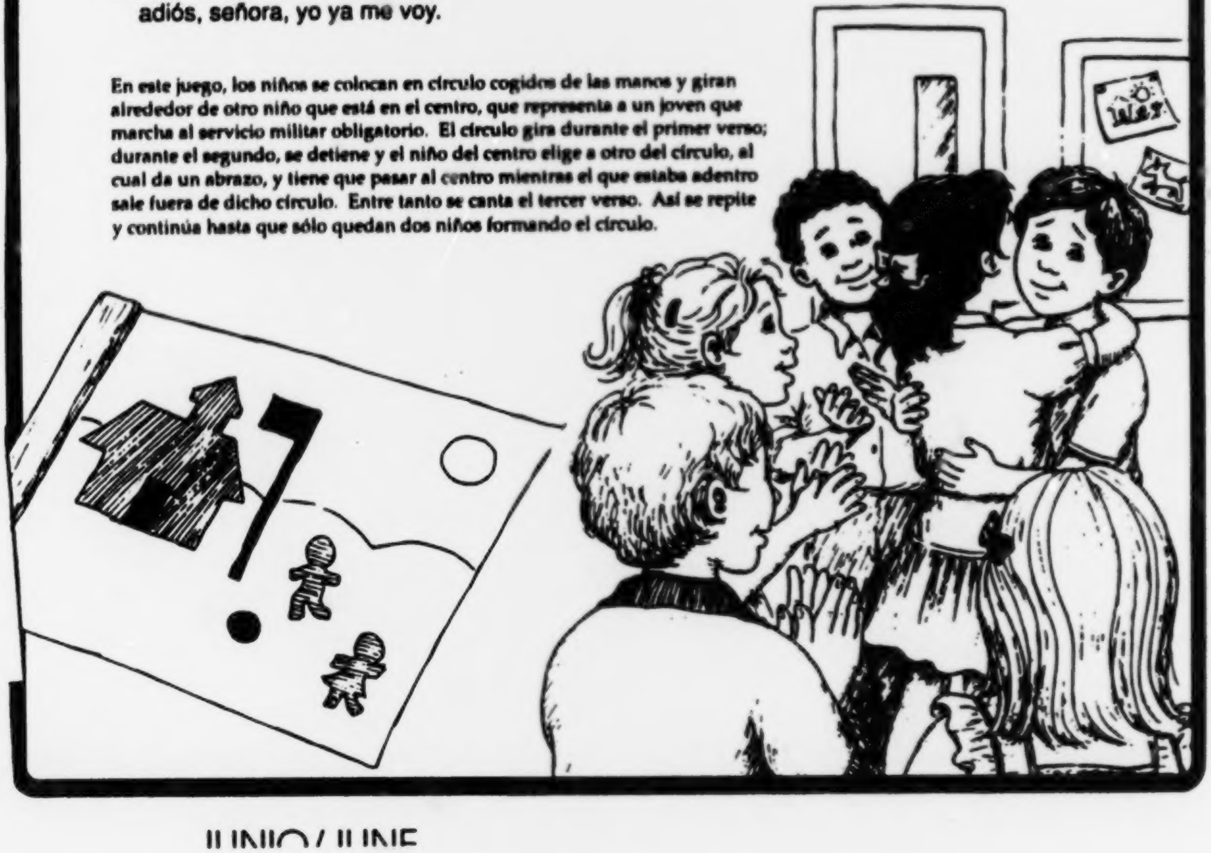
Día nacional de los abrazos

NARANJA DULCE


Moderato
Tradicional
Na-ran-ja dul-ce, li - món par - ti-do, da-me un a- bra-zo que yo te pi-do.

2. Si fueran falsos mis juramentos
   en algún tiempo se olvidarán.
3. Toca la marcha; mi pecho llora;
   adiós, señora, yo ya me voy.

En este juego, los niños se colocan en círculo cogidos de las manos y giran alrededor de otro niño que está en el centro, que representa a un joven que marcha al servicio militar obligatorio. El círculo gira durante el primer verso; durante el segundo, se detiene y el niño del centro elige a otro del círculo, al cual da un abrazo, y tiene que pasar al centro mientras el que estaba adentro sale fuera de dicho círculo. Entre tanto se canta el tercer verso. Así se repite y continúa hasta que sólo quedan dos niños formando el círculo.



4 Se celebra la Semana del niño
(primera semana)

PODER

Se puede,
con el poder del cariño,
hacer un cielo y un niño.

—José Martí

ACROSS THE CURRICULUM

SOCIAL STUDIES

Hello, This Nametag Was Created By . . . For a real-world literacy experience that will help children understand the value of communication, have them make name tags for an upcoming meeting or conference. Invite each child to draw a little picture on a piece of oaktag cut to fit in a standard plastic name tag holder (3 3/4" x 2 1/2"). Put the name of the artist on the back of each picture, adding the school address and room number. Request that each meeting or conference participant write a note to the artist whose work appears on his or her name tag.

Develop Science Concepts Through Language Activities

BRAINSTORM

Select a category relating to seed plants. Brainstorm with your students to create a list of words that fit the category. Have students search for pictures of each plant named (in magazines, seed catalogs, newspapers, etc.) to paste with each word on a chart. Some possible topics are:

vegetables fruits flowers trees

VOCABULARY

Develop vocabulary about plants in general, gardening, specific fruits and vegetables, tree names, etc.

Older or more advanced students may be ready to learn words such as till, furrow, harvest, and photosynthesis.

plant
blossom
bark
sunshine
weed
root
flower
water
trunk
stem
seed
vegetable
gardener
soil

PARTS OF A PLANT

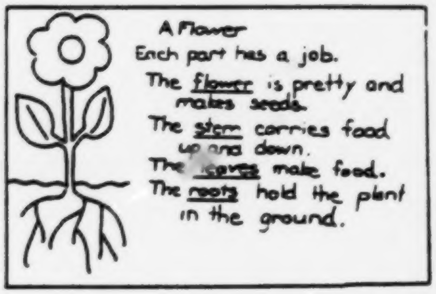
Practice naming the various parts of plants using real plants in the classroom, pictures of plants, and the drawings on page 24. Look for and identify:

roots stems leaves blossoms trunk branches

As children name the parts, discuss what each part does for the plant and the ways plants help us.

Write a simple group report describing each function. Put this report on a chart and have someone illustrate it. The report should contain information such as...

The parts of a plant have different jobs.
The roots soak up water for the plant.
The roots hold the plant in the soil.
The stem holds up the leaves and flowers.
The stem has little tubes that carry water and food to the rest of the plant.
The leaves make food for the plant.
The flowers make the seeds for the plant.
The seeds grow into new plants.



A Flower
Each part has a job.
The flower is pretty and makes seeds.
The stem carries food up and down.
The leaves make food.
The roots hold the plant in the ground.

MAKE VEGETABLE SOUP

This is a great opportunity to practice reading directions and practice measurement skills. Use your favorite recipe or the one included in *Growing Vegetable Soup*. Write the ingredients and directions on a chart. Have children refer to this chart (with your help) as they make the soup. Have a generous supply of crackers on hand to enjoy with the soup.

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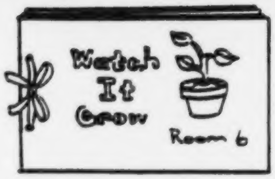
GARDEN LOG

Keep a class log to record the growth of plants in the classroom. (If small groups or individuals plant seeds, have them keep individual logs.) Once or twice a week, help children record the following information on the class garden log (or the individual logs):



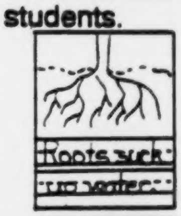
Date
How tall is the plant?
How many leaves (or flowers) are on the plant?
What is being done to care for the plant?
(Watered, pulled weeds, moved to better sun, etc.)

BOOKLETS

Follow the general directions for making booklets given on page two. Children may use pictures from magazines or draw their own. The booklets can contain one page created by each child, be made by a group of two or three children working together, or be a project for an individual child. Choose one of these topics or create others appropriate to the needs of your students.

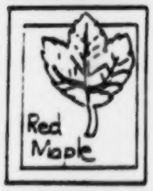
The Parts of a Plant

Make a picture of each part of a plant on each page. Draw the complete plant on the final page. This can be a picture book or may have a sentence describing a function on each page.



Leaves

Children collect pictures of leaves, pasting one on each page of the booklet. Write the name of the plant on the page if possible. (Booklets may be about flowers, trees, vegetables, fruits, or other seed plants.)

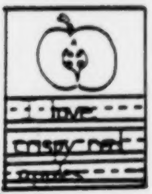


Plants We Eat

Have children paint big pictures of plants they have eaten. Staple these paintings together to create a large book.

My Favorite____________

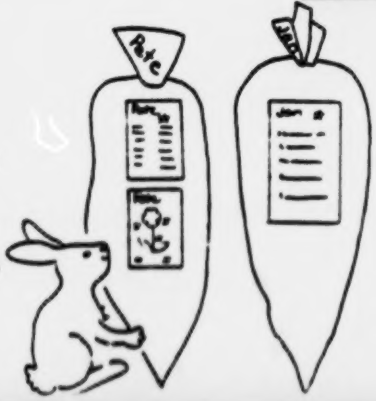
Select a topic such as My Favorite Fruit. Have each child complete the sentence and illustrate it. (More capable writers may write several descriptive sentences of their own.)

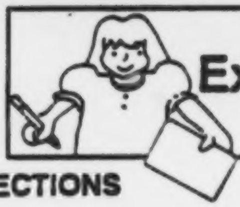


IN THE CARROT GARDEN

Cover a large bulletin board with blue butcher paper for the sky and brown butcher paper for the soil. Let each child paint a giant-sized carrot for the garden. Cut these out and pin them to the bulletin board. Students may display their work on these carrots. It also becomes an ideal area in which to display poetry , vocabulary lists or student stories.

You may want to add a hungry bunny to the display.

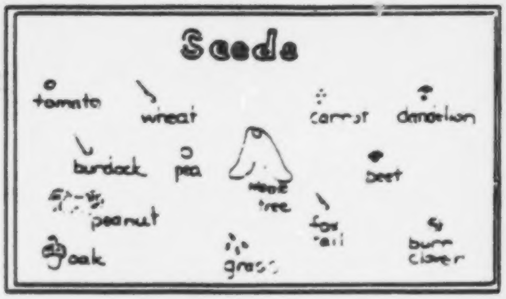




Experiments and Activities

COLLECTIONS

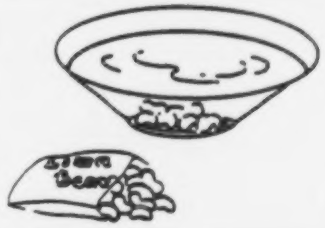
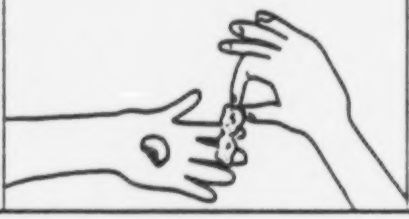
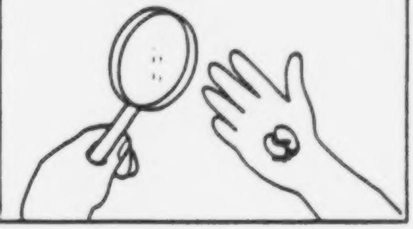
Make a collection of all the types of seeds your students can find both indoors and outside. Glue a sample of each type of seed on a large chart. Label each seed by name and where it was found. Put other seeds in an activity center to be sorted and classified (size, color, type of plant, edible or not, etc.).



WHAT'S INSIDE A SEED?

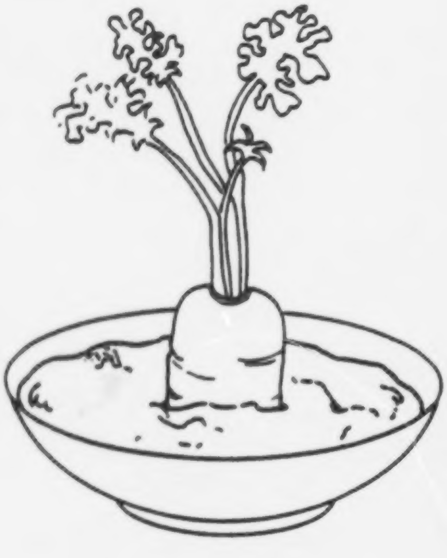
Lima beans work well in this activity since the seeds are so large. You can also try beans and corn seeds. You will need:

lima beans
bowl of water
magnifying glasses

1. Soak the seeds overnight in a bowl of water.	2. Take the seeds out of the water. Give one to each child. Slip the seed coat off and open the seed carefully.	3. Look for the tiny plant on one side of the seed. Use the magnifying glass to look for little roots, stem, and leaves.
		

PLANTING CARROT TOPS

This can be a class project or done by individual students. All you need are: a shallow dish
potting soil
carrots



1. Fill the dish with wet potting soil.
2. Cut off the top of the carrot. The ones with a little green on the top will grow best.
3. Push the cut side of the carrot top into the soil. Put the dish in a sunny window. Keep the soil wet.

In a few days the green tops will begin to grow. (The plant will die when it has used up all the food in the piece of carrot you planted.)

You can plant other "scraps" from the kitchen such as seeds from fruit, tops of pineapples, avocado seeds, and dried beans.

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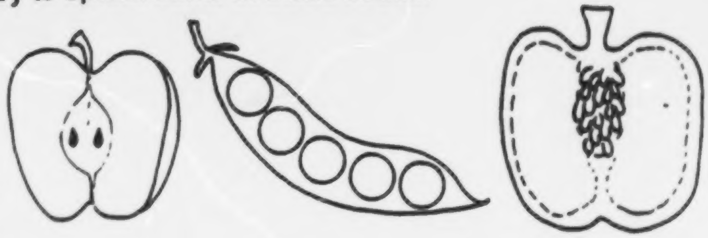
SEED SEARCH

Cut open fruits and vegetables to see what kinds of seeds are inside. You may want to try to sprout some of these seeds.

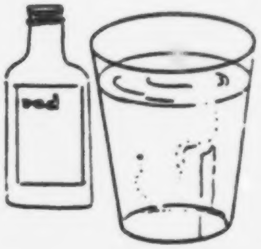
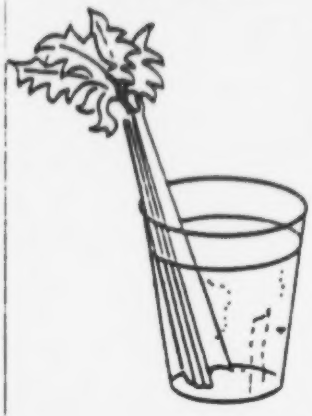
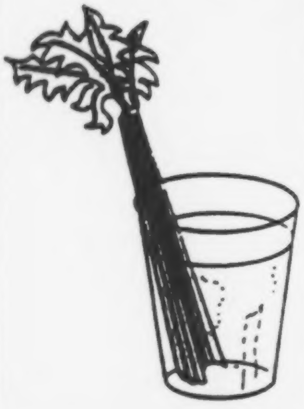
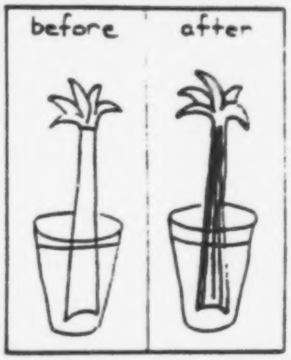


UP THE CELERY STEM

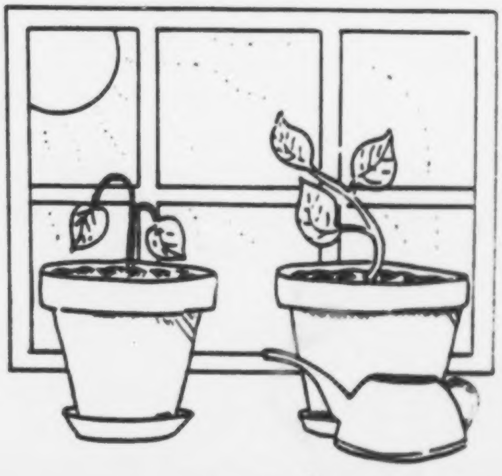
This experiment shows children how the stem carries water up to the other parts of a plant (capillary action). You will need:

- clear plastic glasses
- food coloring
- celery stalks (including the leafy green tops)

Begin by cutting a cross-section view of celery so children can see the "tubes" that carry the water.

1. Fill a glass with water and a few drops of food coloring.	2. Put a celery stalk in the glass. (A fresh cut stem works best.) Leave it overnight.	3. Check the celery. What do you see?	4. Draw a picture of what the celery looked like before the experiment and after the experiment.
			

PLANTS NEED WATER



Do the following experiment to help students see that plants need water to live and grow. You will need two small potted plants.

1. Put both plants in a sunny window.
2. Water one plant when it is dry. DO NOT water the other plant.
3. Check every day to see what happens to the plants.

You may want to keep a log describing what occurs in this experiment.

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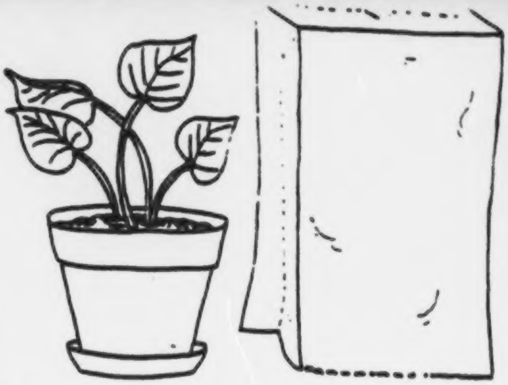
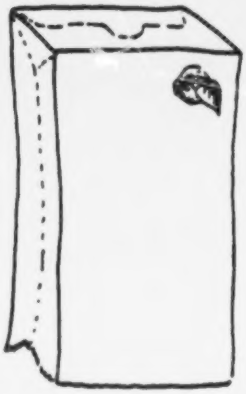
PLANTS NEED SUNLIGHT



Do this experiment to help students see that plants need light to live and grow.

You will need:
- two small green plants
- a brown paper bag

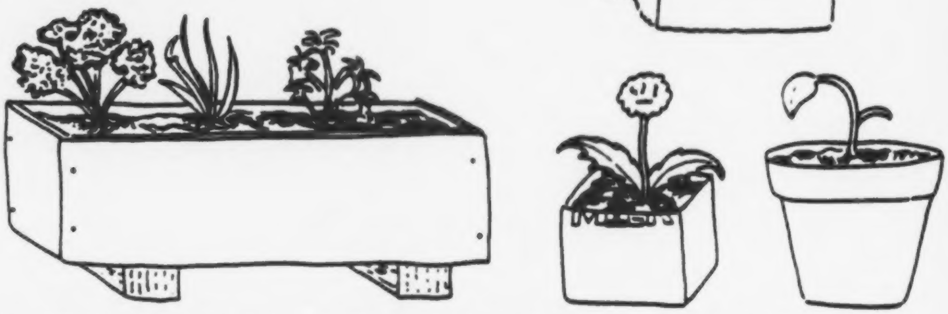
1. Put the plants in a sunny window. Cover one plant with the paper bag.
2. Water each plant when necessary, but always keep the one plant under its bag.
3. Watch what happens over the next few weeks.



Keep a log describing what occurs in this experiment.

You may want to include a third plant in this experiment to show how plants grow toward the sun. Cut a hole in the side of another brown bag. Put it over the third plant. Observe how the plant grows toward the light coming through the hole.

CLASSROOM GARDENS



Plant a garden in containers. (Gallon milk containers, flower pots or boxes, garbage pails, etc. all make good "gardens.") How much you plant will depend on space and how ambitious you are. Let your students do the planting and the daily care of the plants.

Record growth in the garden logs as described on page 20.

Radishes, beans, peas, corn, and pumpkins are all exciting to grow. You may also want to plant some carrot seeds so the class can wait as patiently as the little boy in *The Carrot Seed*. Why not plant a flower garden at the same time? Nasturtiums grow abundantly in pots.

TASTING DAY

Bring samples of all types of vegetables that can be eaten raw. Cut them into small pieces. Encourage children to sample each of the vegetables. Discuss how the vegetables look and how they taste. Tally how many children like and dislike each of the vegetables.

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OUR COMMUNITY

Activities: 1.- Learn song and poems about the community
2.- Tour the community (take a walk)
3.- Read aloud books about community
4.- Interview different people in the community about their jobs & parents as well

Critical Thinking Skills:
1.- Responsibility
2.- Observation
3.- Classification
4.- Evaluation
5.- Cause & Effect
6.- Analogies

Projects/Products
1.- Make a map of your community
2.- Make a model of your community. Have them include a recycling bin.
3.- Planning, creating an ideal community.
4.- Recreation area
5.- Guest speakers - drafting, zoning
6.- Planting/Gardening

Integration of Math, Science, or Fine Arts
1.- Graph or map means of transportation in our community
2.- Map of landmarks or famous sites in our community
3.- Living/Non-Living
4.- Landscape the community

HOLIDAYS

Customs & Important Holidays/Foods

Foods: Read "How my Parents Learned to Eat"

Student and parent write up the child's favorite recipe in English/native language to be added to a class/school Recipe Book.

Parents and child prepare favorite dishes

Students write a menu of different dishes

Critical thinking skills: sequencing, compare/contrast research, expression

Integration of math. Bring in measurement skills to integrate with recipes and cooking.

Also all graphing is math.

Teach value of money. Make grocery list for restaurant preparation. Use advertisements to work with value of money.

Integration of Science. Stemming from heat energy lesson, continue and observe how heat affects food and changes it. Begin working on changing states of matter (solids, liquids, gases, etc.)

Integration of music and art.

Teach song En la Feria de Cepillín with musical instruments

En la Feria de Cepillín
me encontré con una guitarra, -arra, -arra
la guitarra.
Chiquitín, chiquitín en la Feria de Cepillín
En la Feria de Cepillín
me encontré con un tambor, -or, -or
el tambor, -arra, -arra, la guitarra
Chiquitín, chiquitín en la Feria de Cepillín.

COMMUNITIES

Concept: Communities are alike and different.

Compare and contrast
Interview a parent or another adult about the communities they lived in when they were small. Then compare it to your community and how is it different.

Questions
1.- What city and state did you live in?
2.- Describe your house and neighborhood
3.- What street did you live on?
4.- Did your community celebrate any festivities?
5.- Are there any special places to visit in your city?

Make a poster about your communities.
Include the following:

A Famous Place

Means of Transportation

Shopping

Recreation

Places Where People Work

Make a list of vocabulary words having to do with unit for kids.
community park post office bank library
school bakery grocery store
People who work in your community
Doctor, nurse, dentist, teacher, firefighter, police officer, mail carrier, bus driver.
Write a paragraph on each one and turn it into a book.

Cooperative learning
As a reading group have students write a skit about something that happened in your city.
Example: fishy bandits
(Note: Fishy Bandits is a book the students wrote about using the concept from the Bandits in the movie Home Alone. It is about a robbery that takes place in a Fish Market that is being used as a set up for jewelry theft.)
The making of the book really depends on the reading group and what concept the teacher wants applied.

Social studies
Make models of your community or city with milk cartons
Draw a mural of your city
Keeping community safe

Make a postcard. Draw a picture of your community on a site on one side.

Science
Classify living things in community
Do Seasons

Recycling/Earth Day/How to beautify community

Math:
Money
Word problems - using places in city

SEASONS

Concept: Observations of the changes of Nature
Title: Seasons
Activities: Learn songs and poems about seasons.
Write a book about what we know about seasons.
Read aloud books about seasons.
Set up a table that highlight things from the different tables.

Critical thinking skills
1.- observation
2,- Classification
3.- Cause & Effect
4.- Responsibility
5.- Evaluation

Projects/Products
1.- Make a chart about things they have learned about seasons though their readings.
2.- Make a shape book of each season
3.- Make Spring Raindrops/ Summer Flowers/ Autumn Mobiles/ Winter Snowflakes
4.- Make a seasonal word web
5.- Book review about a book read, its author and your favorite part and why you like it.
6.- Do descriptive writings about seasonal pictures.

Integration of Science/Math/ Fine Arts/ Social Studies

Science
1.- Have students make signs of seasons though observation. Show pictures of environmental changes.
Give activity sheet.
2.- Adopt a tree. Have students pick a tree and observe throughout year. Keep a journal.
3.- Seasons around the world. Some places don't have four seasons. Point on map or globe.
4.- Keeping warm. Showing how heavy materials keep us warm with ice cubes. Have them observe.

Math
Classification of things to wear.
Graphing favorite seasons
Patterns

Social Studies
Choose holidays that are celebrated in different seasons and throughout world.

Fine Arts
Make model of earth and sun
Help them develop science concepts

Resources: Theme Book Series Changes Seasons

Name ______________________________

Seasonal Word Web

Write the name of a season in the middle of the word web. Fill in the web with words that tell about the season.

I See

I Hear

I Feel

I Smell

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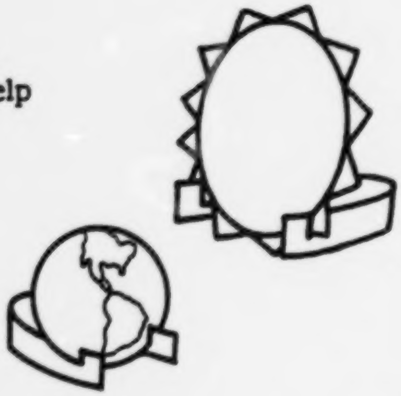
Art

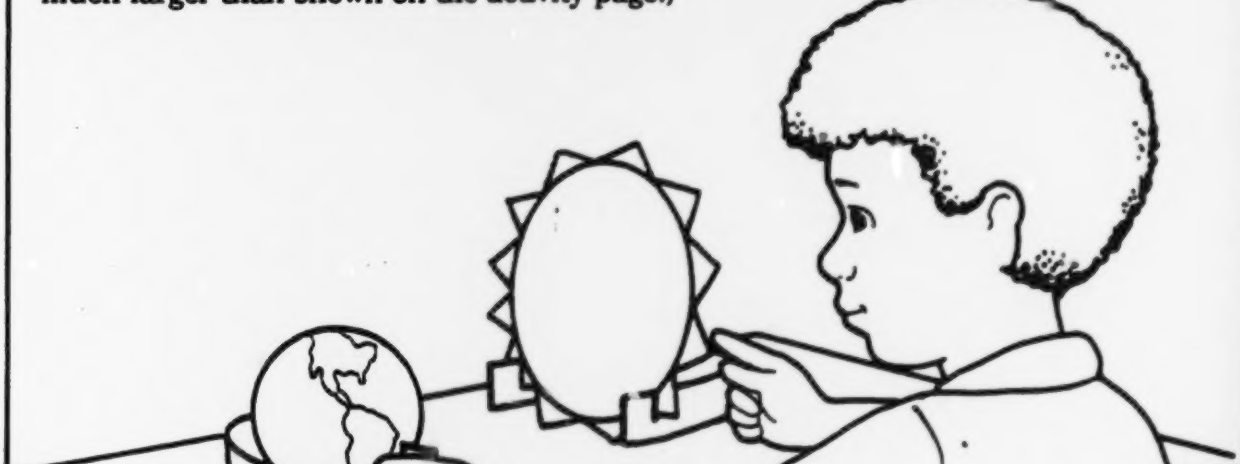
Stand-up Earth and Sun



Have your students follow these steps to complete the project on page 23. Then use the stand-up pieces to help develop science concepts.

1. Color the pieces and cut them out.
2. Glue the two earth pieces together back-to-back. Match up the tabs for correct placement.
3. Cut off the tabs.
4. Cut the slits on the earth and sun.
5. Place them on the stands as shown in the picture.

Direct the children to manipulate the pieces to show how earth's position changes in relation to the sun. First, have all the children place the earth in the stand so that North and South America are facing front. Explain to students that the dashed line shows the middle of the earth. We call it the equator. Then have students place the earth to the left of the sun and note that the top half of earth is closer to the sun. Then have students place the earth to the right of the sun and note that the bottom half of earth is closer to the sun. Finally, show students how to manipulate the earth around the sun in a circle. (Point out to your students that the sun is proportionally much larger than shown on the activity page.)



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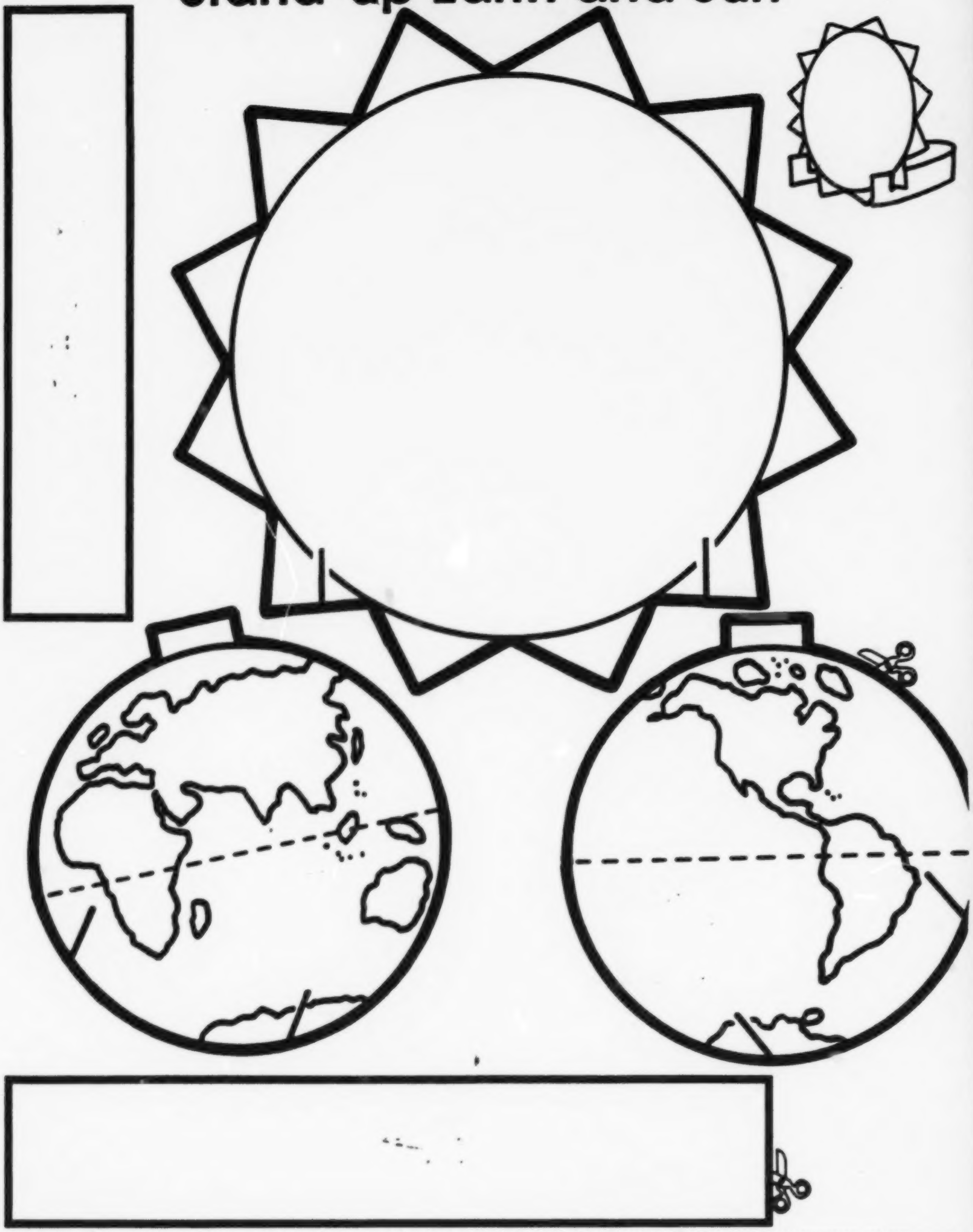
Stand-up Earth and Sun



Teacher: Use this page with the idea on page 22.

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30

La canción tradicional "De colores" ha sido adoptado como la canción característica de los campesinos migrantes organizados en sindicatos durante los años sesenta y setenta por César Chávez.

DE COLORES

De colores, de colores
se visten los campos
en la primavera;
de colores, de colores
son los pajarillos
que vienen de afuera;
de colores, de colores
es el arco iris
que vemos lucir
y por eso
los grandes amores,
de muchos colores,
me gustan a mí.
Canta el gallo, canta el gallo
con el kiri kiri, kiri kiri kiri;
la gallina, la gallina
con el cara cara, cara cara cara;
los polluelos, los polluelos
con el pío pío, pío pío pi.
Y por eso los grandes amores
de muchos colores,
me gustan a mí.

—*Tradicional*

Los campesinos migrantes trabajaron por muchos años sin ninguna de las protecciones que las leyes garantizan a los obreros. César Chávez comenzó el movimiento de *United Farmworkers of America* para tratar de conseguir algunos de los derechos mínimos: un jornal mínimo por hora, agua para beber en el campo, servicios sanitarios y protección contra las pesticidas y los accidentes. Este esfuerzo ha sido un modelo de reclamación de derechos sociales en una forma pacífica.

LOS SENTIDOS

—Niño, vamos a cantar
una bonita canción;
yo te voy a preguntar,
tú me vas a responder.

—Los ojos, ¿para qué son?
—Los ojos son para ver.
—¿Y el tacto? —Para tocar.
—¿Y el oído? —Para oír.

—¿Y el gusto? —Para gustar.
—¿Y el olfato? —Para oler.
—¿Y el alma? —Para sentir,
para querer y pensar.

—Amado Nervo

DEVELOPING LITERACY

WRITING A CLASS BIG BOOK

Making Sense of Senses

Before you read "*Los sentidos*," transfer the poem onto 12" x 18" sheets of paper in the following manner: put the first verse at the top of one sheet, the lines that refer to the five senses (lines 1 and 2, 3, and 4 of the second verse and lines 1 and 2 of the third verse) at the top of five separate sheets, and the last two lines on the sheet that will become the last page of the book.

After reading the poem, discuss the five senses with children. Elicit their ideas about what things each sense allows them to explore, and record these ideas on the appropriate page of the class book. Then, bind all the pages together into a class Big Book titled *Nuestros cinco sentidos*. The cover, made from two pieces of 12" x 18" oaktag, might be decorated with eyes, hands, ears, mouths, and noses.

OUR EARTH

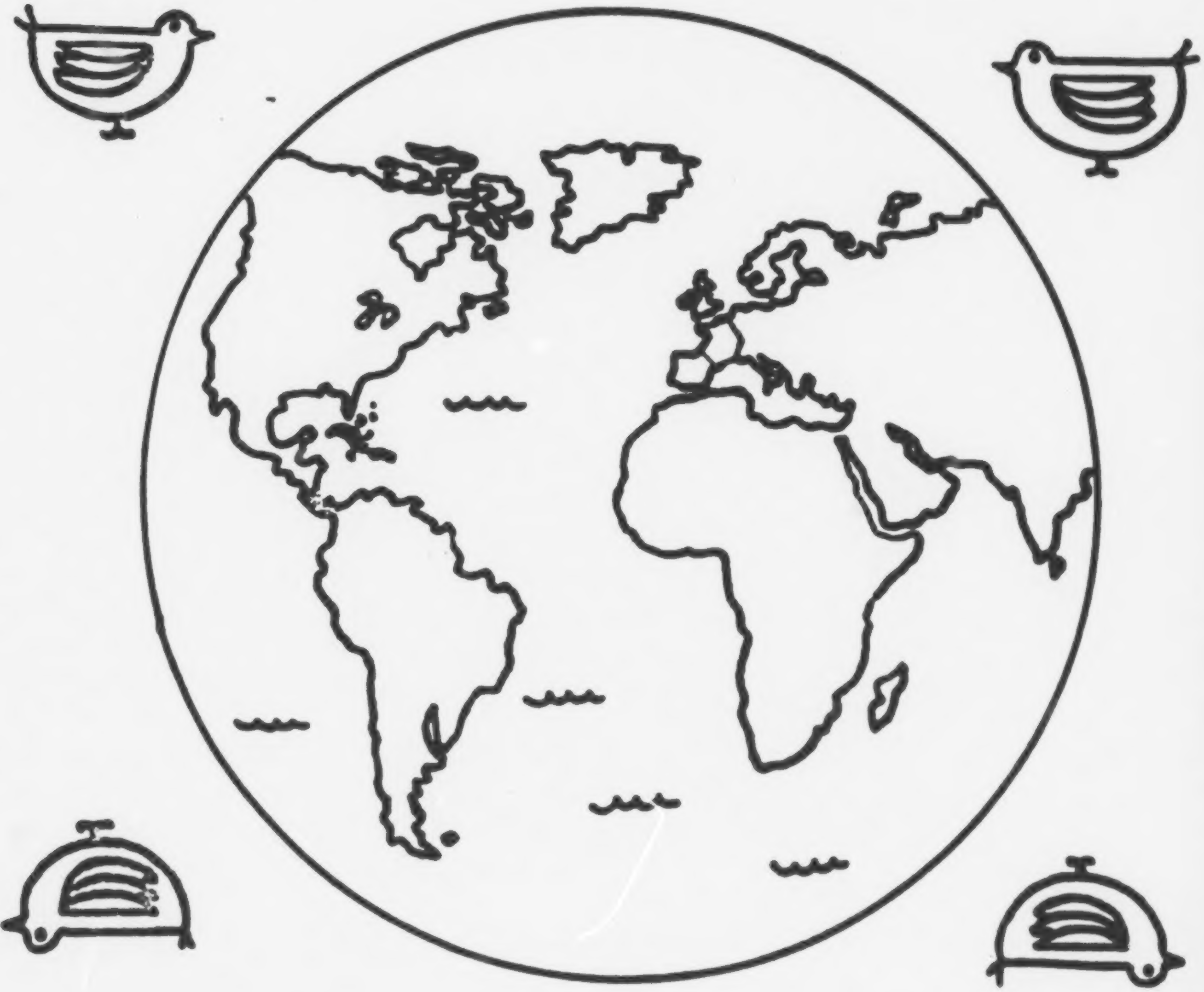
Title: Continents and Oceans

Concept: Our earth consists of seven continents. These land masses are sorrounded by various bodies of water.

Activities:
1.- Make a model of the earth.
 a.- First students do a lesson on measurement and follow a recipe to make playdough.
 b.- Then students make blue playdough balls and add green continents.
2.- Make a mobile of the shapes of the seven continents.
3.- Learn A rap song about the continents.
4.- Paint a mural of the earth.
5.- Make a dictionary of scientific vocabulary as well as other vocabulary relating to the land masses and bodies of water.
6.- Draw an outline on the playground of the continents with chalk (or with masking tape.) Have the students stand on the lines and form the shapes of the continents with their bodies.
7.- Identify the names of the continents and oceans on a world map.
8.- Read aloud books about continents, oceans etc.
9.- Students research things that interest them about various continents or bodies of water,
10.- Research animal life and plant life in the oceans.
11.- Identify the names of the four oceans.
12.- Paint a mural of the oceans.
13.- Expose students to an abundance of literature (poems, songs, stories) about the ocean.
14.- Write "fish stories".
15.- Perform a sink and float science experiment with both salt water and fresh water. Record findings.
16.- Measure the perimeter and area of continents on a large map using non-standard measuring units. (i.e. paper clips, crayons, etc.)
17.- Write and illustrate a big book on the earth.
 The earth is...

Tt

la Tierra



el sol	la luna
las estrellas	la tierra
el cielo	tiene
la noche	el dia

Music and Movement

Planet, Planet

Write the words to this song (sung to the tune of "Twinkle, Twinkle, Little Star") on a large circle made from light blue construction paper. Sing the song with the class. Then have students form small groups and illustrate the song. Display the drawings all around the song. Read aloud Myra Cohn Livingston's *Earth Songs*. Its poetic language will inspire children to write their own earth songs.

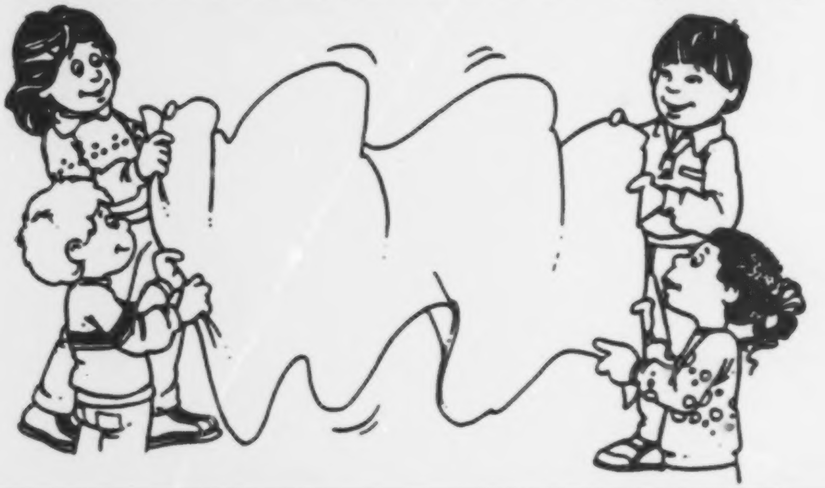
Planet, Planet
Planet, planet, turning top,
How I marvel you don't stop.
Up in space you're quite a sight,
Like a marble blue and white.
Planet, planet, little Earth,
How I wonder at your birth.

Planet, Planet, layered sphere,
How you orbit year by year.
Rocky crust, your outer shell,
Inner core, deep like a well.
In between the mantle lies,
All three layers form your size.

Earth Moves

Use music and twin-size bedsheets to give your students the wonderful experience of creative movement. Cluster children in small groups. Play a recording of an orchestral work that portrays the natural beauty of the earth. Ferde Grofé's *The Grand Canyon Suite* or Modest Mussorgsky's *A Night on the Bald Mountain* are two such works. Have each group hold the edge of a sheet and creatively move it to the music, symbolizing some of the following:

- river flowing
- cloud floating
- mountain rising
- glacier sliding
- lake rippling
- water evaporating
- waterfall falling
- wind blowing
- avalanche slipping
- lightning striking
- iceberg floating
- plate moving



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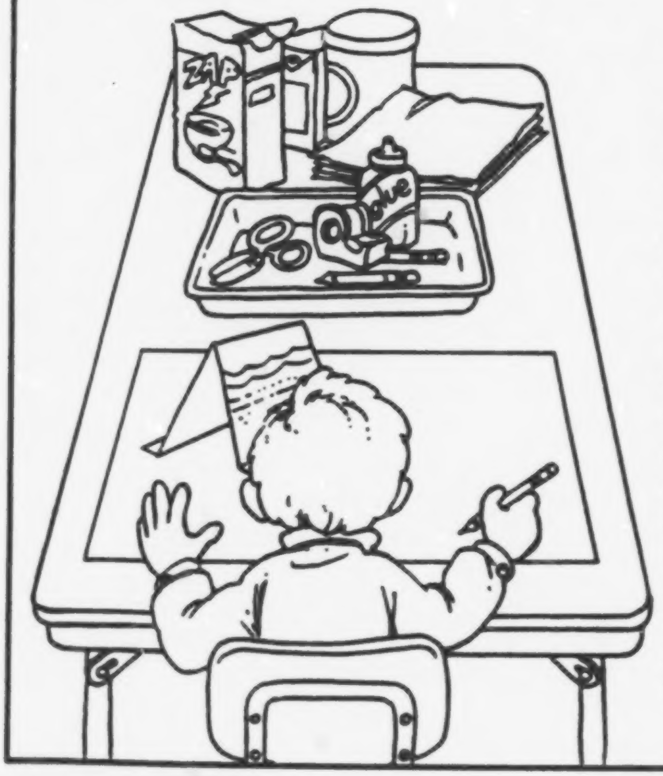
Social Studies

Snapshot History

Help your students understand how changes continue to happen on the earth by having them look at historical photographs or drawings. Libraries, museums, businesses, and community organizations, as well as parents, are good resources for historical photographs. Guide a class discussion about how over the years people and weather have changed the shape of the local area. Help children see how they shape their environment every day by their treatment of the earth.

Schoolyard Field Trip

In order for children to understand how their environment is changing all the time, they need to recognize what makes up their natural surroundings. Take your students on a field trip around the schoolyard or neighborhood. Give them time to explore and observe their immediate area. Have each student complete the "My Trip Log" activity on page 28. After students share their logs with the class, have them draw a class mural of your local area to display for all to enjoy!



Model Building

On a table in your classroom, place materials needed to build a model of the topography of your local area. Have on hand empty cereal containers, plastic food trays, paper scraps, and other recyclable materials. Glue, scissors, and other art supplies can be placed in a box on the table, too. Spend time discussing the local topography. List on a chart the various landforms and outstanding features. Then invite children to build a model of your area. Establish boundaries first and discuss what essential items need to be included. Draw a simple sketch on chart paper for children to use as a blueprint. Then have students work during their independent time to complete the model.

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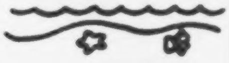
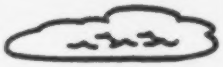
Name ______________________________

My Trip Log

Today's date is ______________. The city or town where I go to school is ____________________. On my walk I saw mostly ______________________________ that make up my environment. The natural features (trees, hills, etc.) that I noticed most in my area are ____________________________. The sounds I heard were made by ____________________________. The odors I smelled were made by ____________________________.

Things I Saw

- ☐ mountain
- ☐ hill
- ☐ forest
- ☐ valley
- ☐ canyon
- ☐ desert
- ☐ coast 
- ☐ lake 
- ☐ river
- ☐ ocean
- ☐ ________
- ☐ ________

Many natural features make up an environment. On the "Things I Saw" list I have checked off what I saw.

The environment is always changing because of storms, lack of rain, and other weather conditions. The weather today was ______________________________.

I think what causes the greatest change in my area is ______________________________ ______________________________.

Teacher: Use this page with the "Schoolyard Field Trip" idea explained on page 27.

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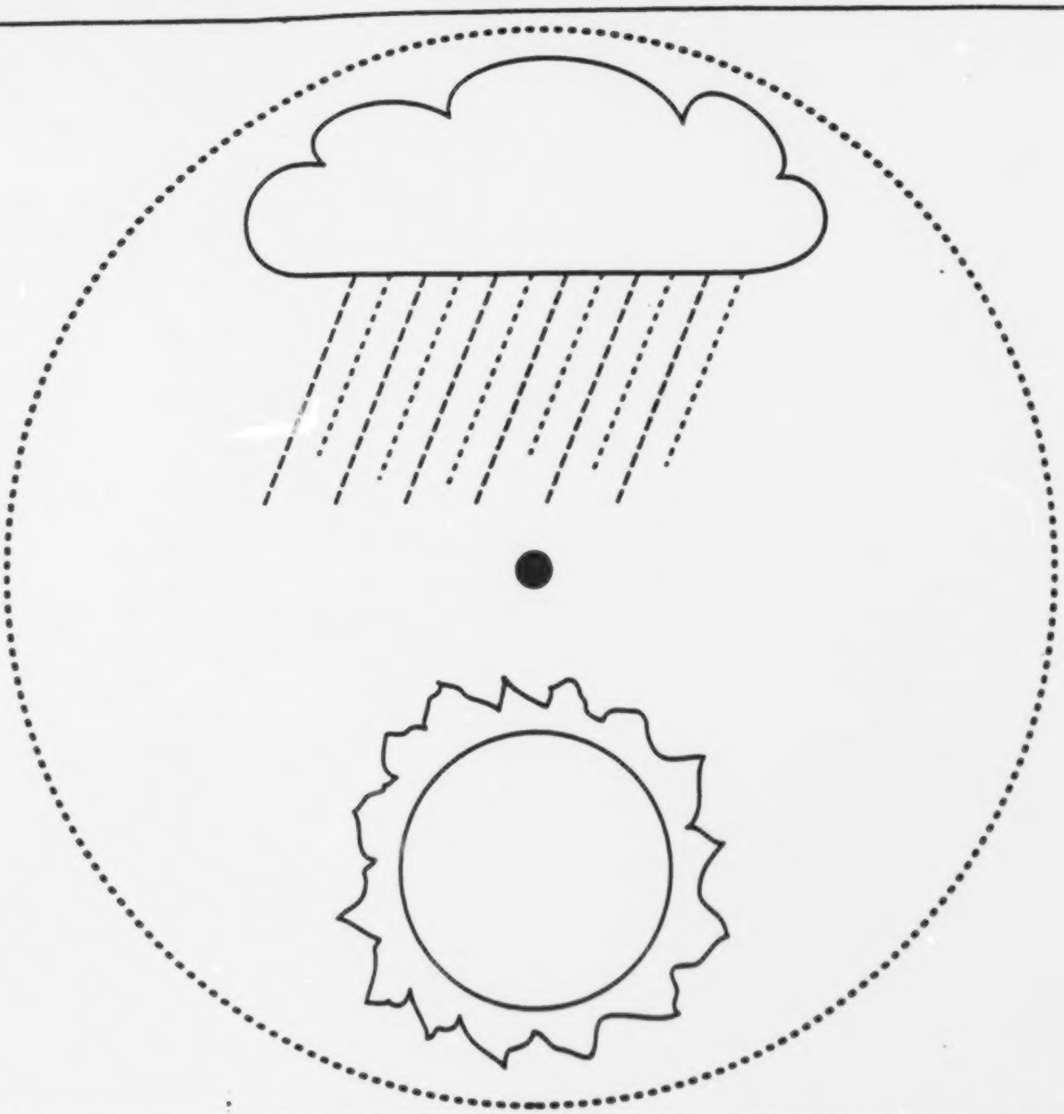


Sal, solecito

Sal, solecito,
caliéntame un poquito,
por hoy y por mañana
y toda la semana.

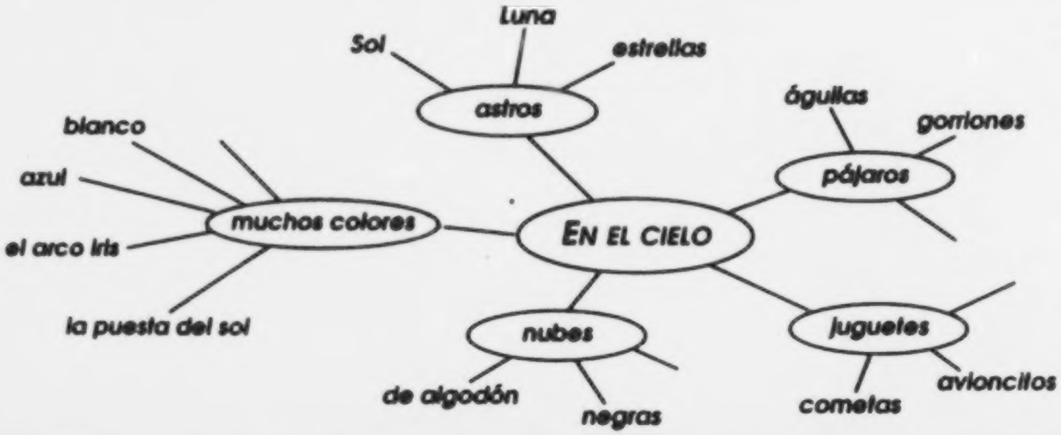
—Tradicional

Collecting and Relating Words for Vocabulary Development

The distinctive language of poetry cannot help but enrich children's vocabularies. As you share poems with children, encourage them to collect words from the poems in a variety of ways:

- recording words they like in personal journals
- categorizing and filing words for special purposes; for example, delicious descriptive words in a file at the Writing Center or a mural dictionary of rhyming words
- making class lists of words that fit a particular theme and displaying them prominently on butcher paper or the bulletin board so that they can add to the lists throughout the thematic unit. See, for example, the activity on collecting rainy weather words with *"El chaparrón"* (2/4).

Most poems can also serve as a springboard to expanding vocabulary by relating words. The four underscored words in the poem at the right, for example, can be used to start a word web in which the sky's the limit:


Luna
Sol
estrellas
astros
águilas
gorriones
pájaros
blanco
azul
muchos colores
el arco iris
la puesta del sol
EN EL CIELO
nubes
de algodón
negras
juguetes
cometas
avioncitos

LA COMETA

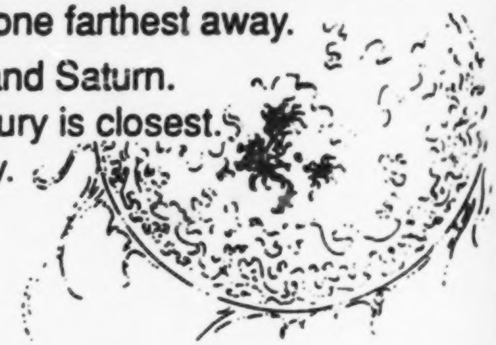
La cometa en el aire
brilla, sube . . .
¡Es el sol! ¡Es la luna!
¡Es la nube!

—Pura Vázquez

The Solar System

Cut out the boxes below. Move them around to solve these problems. Read the clues.

A. There are nine planets in the solar system. List the planets in order from the planet closest to the sun to the one farthest away.



1. Jupiter is in the middle, between Mars and Saturn.
2. Pluto is farthest from the sun, and Mercury is closest.
3. Saturn is closer to Pluto than to Mercury.
4. Earth is between Venus and Mars.
5. Venus is next to Mercury.
6. Neptune is between Pluto and Uranus.

Answer: ______________________________

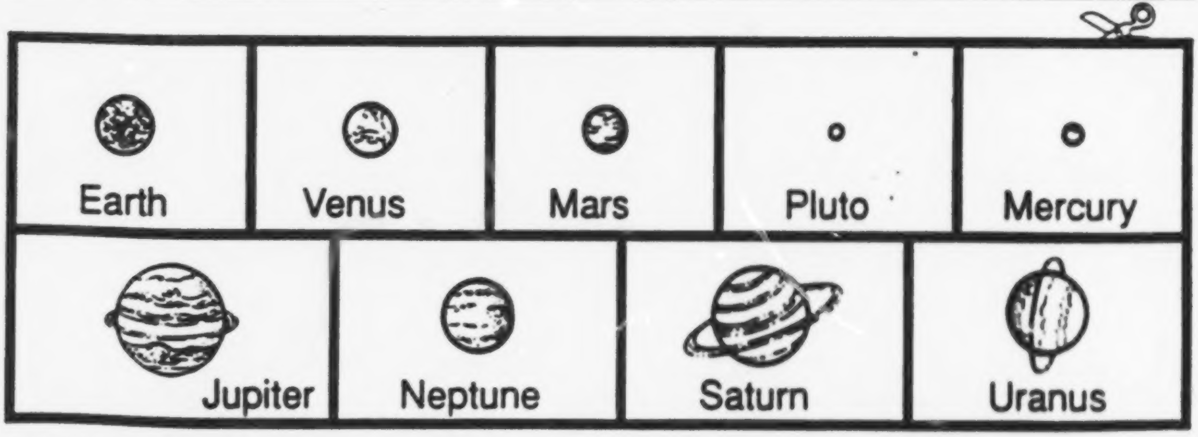
____

B. List the planets from the one with the most gravity to the least.

1. Jupiter has the most gravity, and Pluto the least.
2. Mars has more gravity than Mercury.
3. Venus has more gravity than Mars, but less than Uranus.
4. Earth has more than Uranus, but less than Neptune.
5. Saturn's gravity is between Jupiter's and Neptune's.

Answer: ______________________________

____



Teacher: Use this page with the "Math and the Solar System" idea explained on page 29. **Answers:** A) Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto B) Jupiter, Saturn, Neptune, Earth, Uranus, Venus, Mars, Mercury, Pluto

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Writing

A Plant's Point of View

Have pairs of students plant fast-growing seeds, such as marigolds, in pots. Then give each student a copy of "My Weekly Earth Journal" on page 20. As the partners care for their plant, have them record what the plant is "thinking," "feeling," or "saying." This is a fun way of teaching point of view.

The Writing Game

On index cards, write an earth-related word, such as *volcano* or *earthquake*. (For added fun, use a word more than once.) Have students get a piece of paper and a pencil. Pin an index card on each child's back, making sure he doesn't look at the card. Without talking, students give clues to one another. Each student writes a clue word or phrase on another student's paper. If the clue is not helpful, the student goes to another child to get a clue. When a student thinks he knows his word, he writes his guess on his paper and shows it to the student who wrote the last clue. The student who wrote the clue then nods yes or no. If the student guesses incorrectly, he goes to another child and repeats these steps. Once he guesses correctly, he may continue writing clues for others.

Yesterday I Saw . . .

This activity combines writing and scientific observation. Give each student a copy of "My Weekly Earth Journal" on page 20. Explain to your students that they will be taking a field trip around the school grounds each day for a week. Tell them that they are to observe the weather, the colors, the smells, the sounds, and other occurences in nature as they walk. Each day upon their return to the classroom, have students complete these two sentences in their journal:

Yesterday I saw . . .
Today I see . . .

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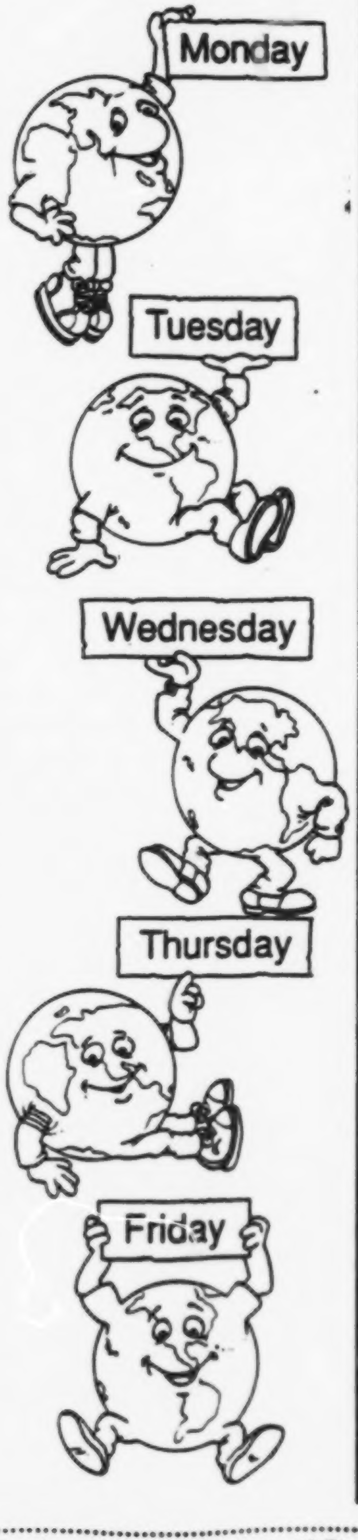
Name ____ Writing

☆☆☆ My Weekly Earth Journal ☆☆☆


Monday
Tuesday
Wednesday
Thursday
Friday

Teacher: Use this page with the "A Plant's Point of View" and "Yesterday I Saw . . ." ideas on page 19.

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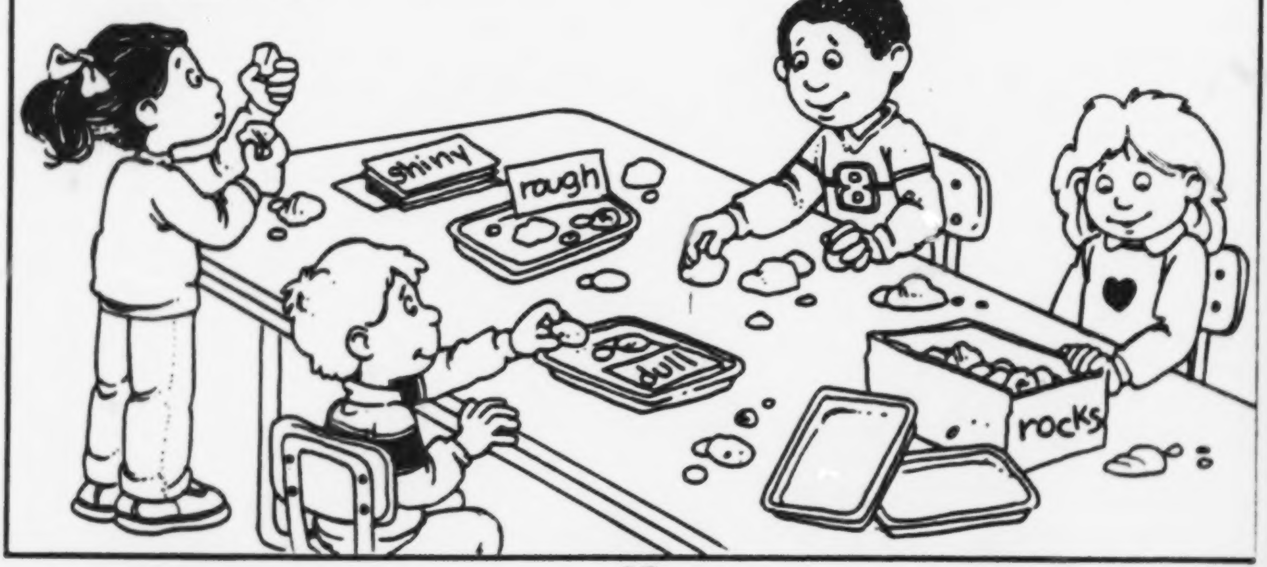
Science

Rock Groups

Students will enjoy caring for their own "pet" rocks. First discuss the three main types of rocks (igneous, sedimentary, and metamorphic). Display books about rocks for children to read with partners. (See the Earth Literature Checklist on page 5.) Then talk about ways to find a special rock. An excellent book to read aloud is Byrd Baylor's *Everybody Needs a Rock*. Put students in groups of two. Allow them about 5–10 minutes to find a rock. Then give each group the "Our Rock Group" activity on page 26.

Sorting and Classifying

On a table, place a box of rocks and several plastic meat trays. On index cards, write a number of classification terms. Choose terms that have to do with texture, hardness, shape, size, and color, such as *smooth*, *rough*, and *shiny*. Have blank cards and a crayon available. Provide time for small groups to come to the table and sort the rocks. Explain how rocks can be classified in many ways to show sameness. Have groups choose classification terms from the index cards, or they can write their own terms on the blank index cards. Have students display their sorted rocks on a tray with an index card.



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Name ______________________________

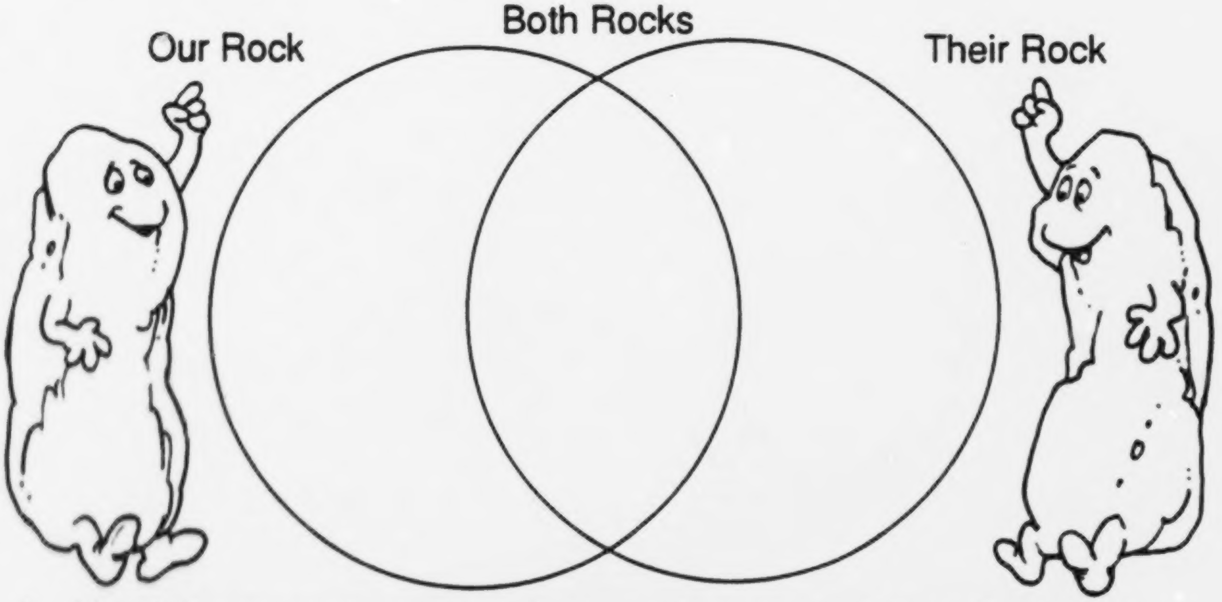
Our Rock Group

Decide who will be **Recorder** (writes group's answers) and **Reporter** (shares group's work with class). Then follow the directions below.

Recorder ________________ Reporter ____________________

Drawing of Our Rock

1. We found our rock ________________________________.
2. Our rock is about the size of a ________________________.
3. Our rock has these colors: ____________________________.
4. Compare your rock with another group's rock. Think about their shape, weight, smoothness, and other qualities. In the left circle, list qualities only your rock has. In the right circle, list qualities only the other group's rock has. In the middle circle, list qualities both rocks have.



5. Use felt pens or tempera paint to make your rock look like a pet!

Teacher: Use this page with the "Rock Groups" idea explained on page 25.

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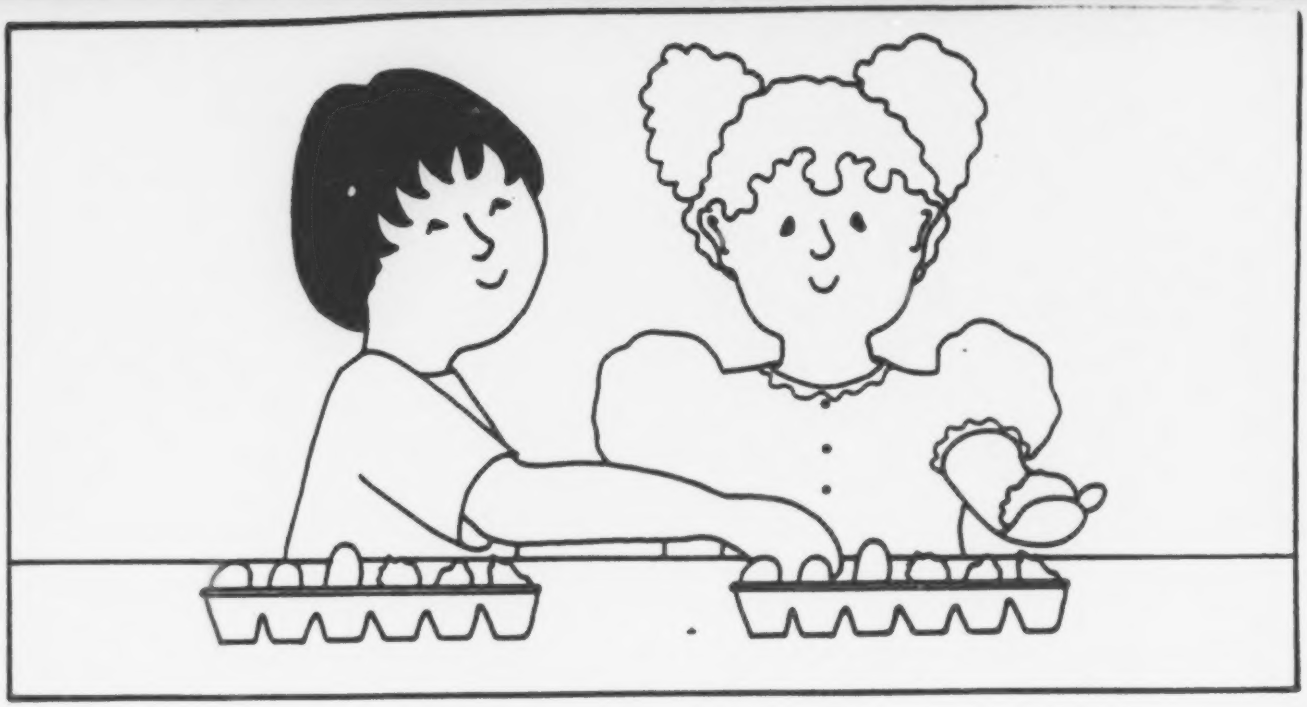

Making a Rock Collection

Concept: Rocks can be different sizes.

Materials: egg cartons
masking tape
black marking pen
rocks - assorted colors and sizes

Note: If you are near a rocky area or beach, plan a field trip to collect your rocks.

A. Introduction:

"We are going to be learning about rocks. Today you are going to make rock collections to use in our experiments."

B. Activity:

1. Each child gets an egg carton.
2. Put one rock in each hole. (The teacher will need to put each child's name on masking tape to go on his/her egg carton.)

C. Using the collection:

1. Sort the rocks by size. Do the worksheet on page 42. Children cut out the rocks and paste them from smallest to largest on a sheet of construction paper.
2. Sort the rocks by hardness. Give each child a nail. They are to scratch each rock with the nail. They will not be able to mark the hardest rock, but will leave a scratch mark on softer rocks.
3. Sort by color. (See page 43.)
4. Sort by texture. (See page 45.)
5. Sort by weight. (See page 47.)

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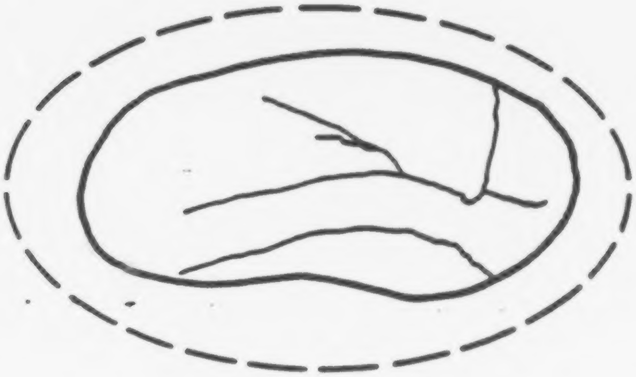
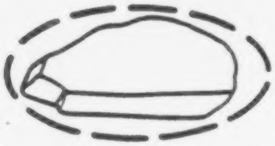
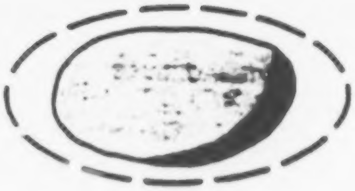
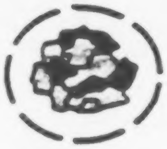
Rocks can be different sizes.

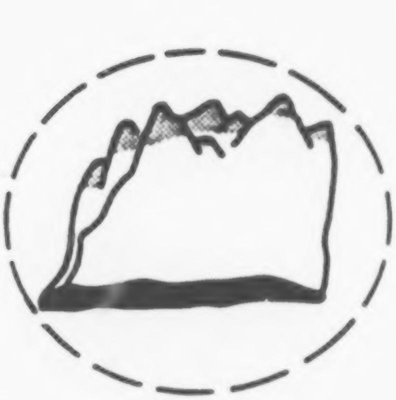
______________________'s Experiment

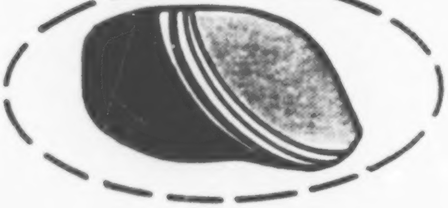












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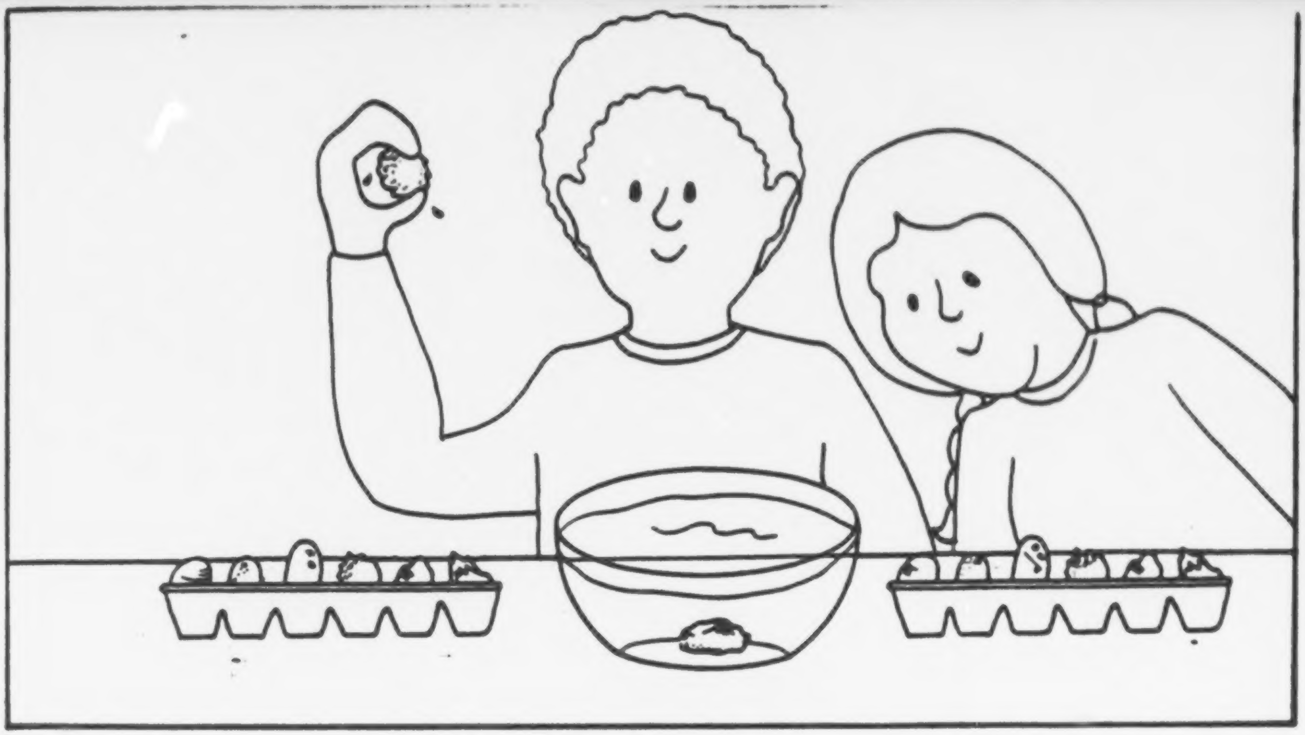

Concept: Rocks are many different colors.

Materials:
- plastic bowls
- water
- rock collection
- crayons (include gray)
- paper towels

A. Discussion:

"What are some of the way rocks are different? Have you ever found a rock that was a pretty color? How many different colors can rocks be? Let's experiment with our rock collections to find out."

B. Experiment:

1. Look at your rock collection. What colors do you see?
2. Put each rock in your dish of water. Did the color change? Can you see the color better? Dry each rock before you put it back in your egg carton.
3. Make the rocks on your worksheet the same colors as the rocks in your collection.

C. Share the results:

"What happened when you put your rocks in the water? Did anyone have a rock that was ______*(color)*______ ? How many different colors did you have? What color are most of your rocks?"

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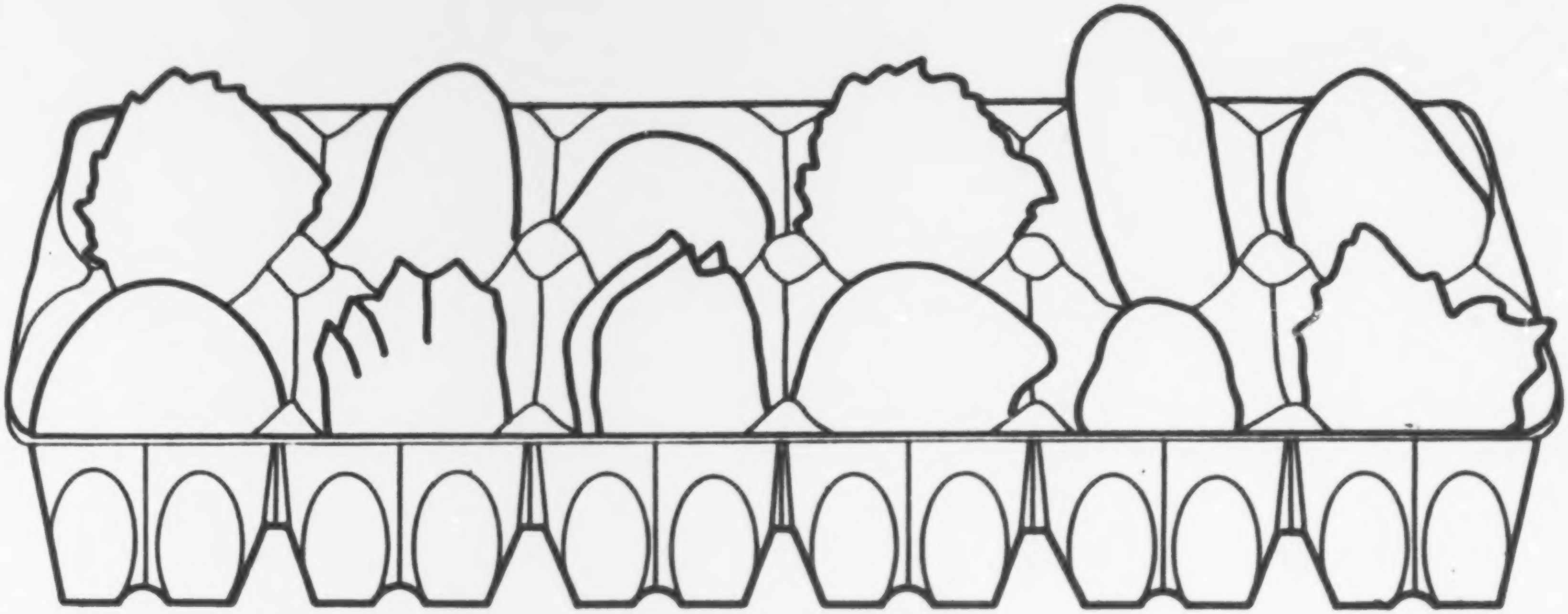
Rocks are many different colors.

____________________'s Experiment



Rocks are different colors.

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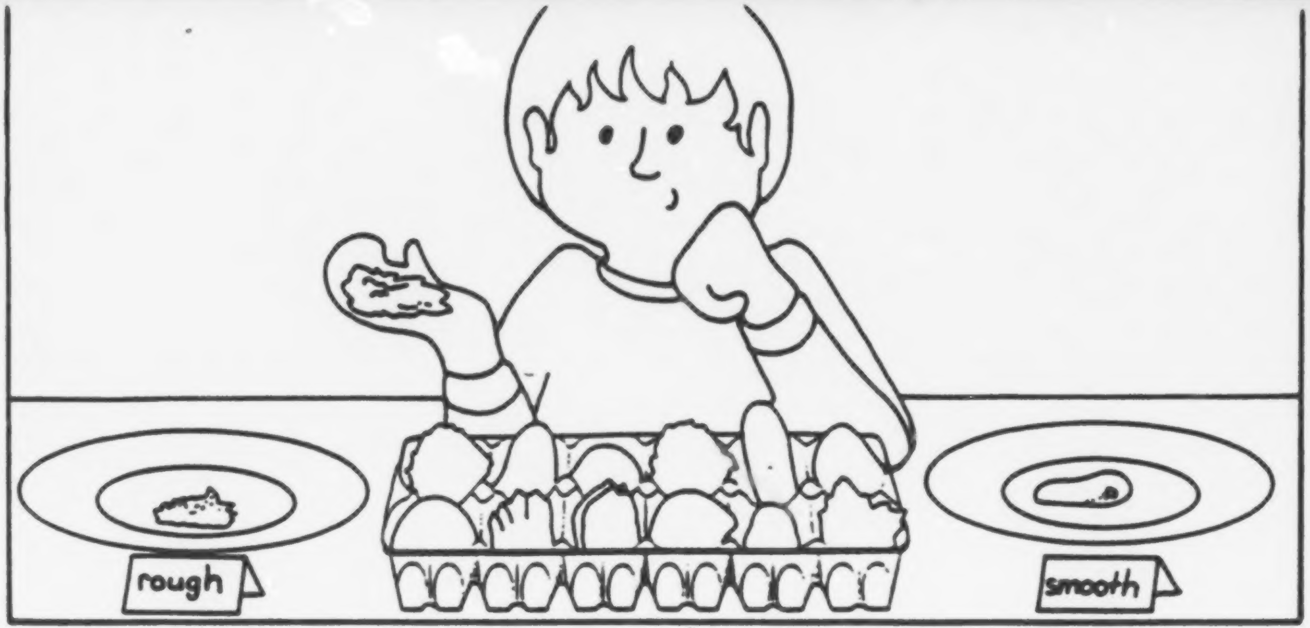

Concept: Some rocks are smooth and some rocks are rough.

Materials:	rock collection 2 paper plates (or sheets of colored paper)

A. Discussion:

"We know that rocks are different colors. Can you think of other ways rocks are different? Today we are going to look at our rocks and feel them carefully to see which ones are smooth and which ones are rough."

B. Experiment:

1. Look at your collection. Pick up one rock you think will be smooth and one rock you think will be rough. Were you right?
2. Feel each of your rocks. Put all the rough ones on one paper plate and all the smooth ones on your other paper plate.
3. Do the worksheet on page 46. Paste the pictures of smooth rocks together and the pictures of rough rocks together.

C. Share the results:

"Can you think of words that tell how your rocks felt? How many smooth rocks did you have? How many rough rocks did you have?"

Additional Activity:

You may want to discuss the composition of the rocks, looking for rocks that seem to be made up of many types of material and rocks that seem to be only one type of rock.

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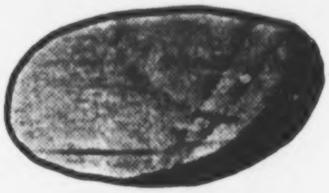
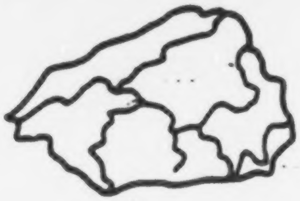
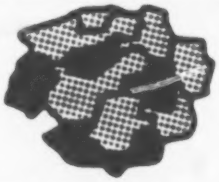
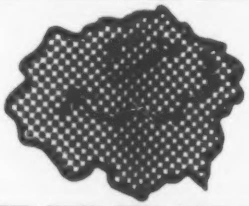
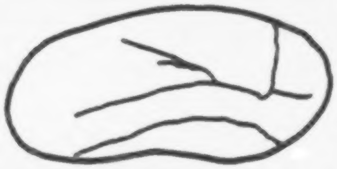
Some rocks are smooth and some are rough.

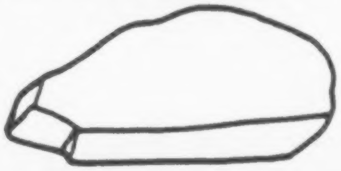
____________________’s Experiment

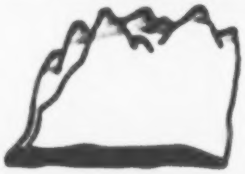
	

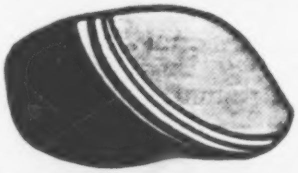












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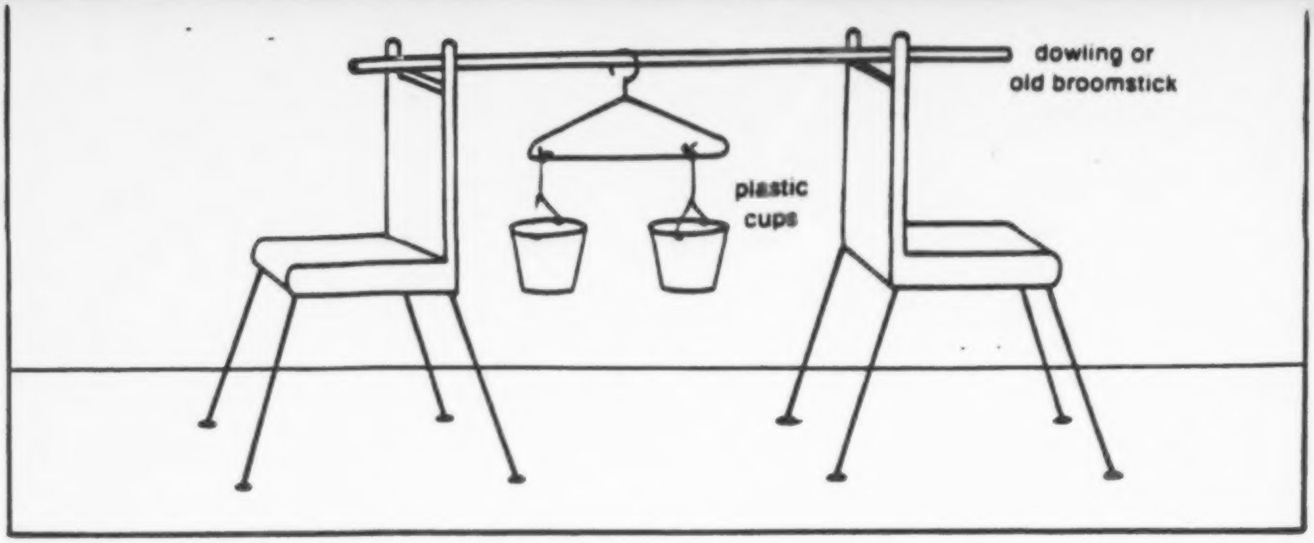


Concept: Some rocks are heavier than others.

Materials: rocks of assorted sizes and weights
balance scales
white glue

Note: If you do not have a balance scale in your classroom, you can make simple ones from coat hangers and plastic cups. They will be accurate enough for this activity.

1. Punch holes in the cups with a hole punch.
2. Attach the cups to the hanger with string.
3. Move the strings back and forth on the hanger until the cups are pretty well balanced.

A. Discussion:

"We know that rocks are different colors and that some are smooth and some are rough. Can you think of other ways they can be different? Today we are going to find out which rocks are the heaviest." Show several rocks. Have the children try to tell by first looking and then by feeling, which rock will be the heaviest and which one will be the lightest.

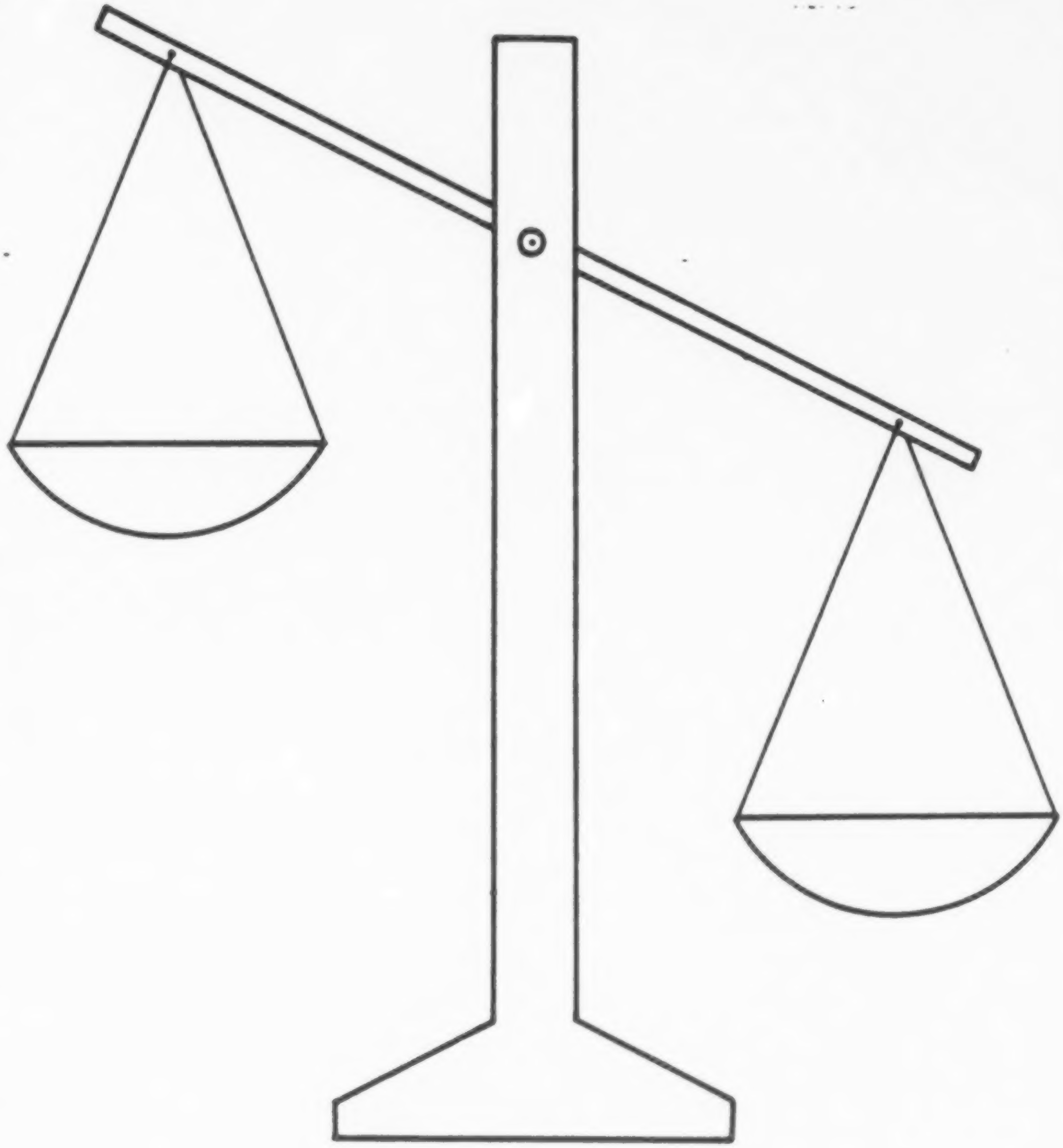
B. Experiment:

1. Have the children work in small groups. They need to take two rocks at a time and place them in the balance scale to see which rock is the heaviest. (Let each group have several turns.)
2. Do the worksheet on page 48. Children paste the picture to a piece of tag or cardboard. They then glue a light rock and a heavy rock on the cups of the balance scale.

C. Share the results:

"Did you find a heavy rock? Was it the rock you thought would be the heaviest? Is the biggest rock always the heaviest?"

________________'s Experiment



Some rocks are heavy.
Some are not.

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ENDANGERED ANIMALS

Concept: Animals habitat are endangered; we must be sensitive and care for their environment.

1.- Activities:
    - Learn songs about living things and our earth
    - Let there be peace on earth
    - This Land is your Land
    - Read aloud (see attached Endangered Animals literature checklist)

2.- Projects/Products
    - Make riddles about animals
    - Concentration Game: Match animal's picture with its proper name
    - Endangered Animals Mini-Book
    - Accordion book
        Endangered Animals shape book
        Posters (How to Save Animals)
        Dictionary (Endangered Animals)
        Poetry
    - Patchwork Quilt
    - Floats on boxes
    - Habitat shoe boxes

3.- Integration of Soc. Stud. Math. Sci.
    - Classifying Endangered Animals
    - Graph Classification
    - Measuring size of the humpback whale
    - Clay models
    - Map skills - Identify location
    - Problem solving skills
    - Time

4.- Resources
    - Theme Book Series - Endangered Animals

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Frank Schaffer
Thematic Units - My World
Teacher Created Materials, Inc. CA.
Días y Días de Poesías
Alma Flor Ada - Hampton Brown Books.
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Frank Schaffer - Theme Book Series
Homes
Theme Series - Creative Teaqching Press.
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Carson - Dellosa Pub. Co. Inc. (Grades 1-2)
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Rosa Flores

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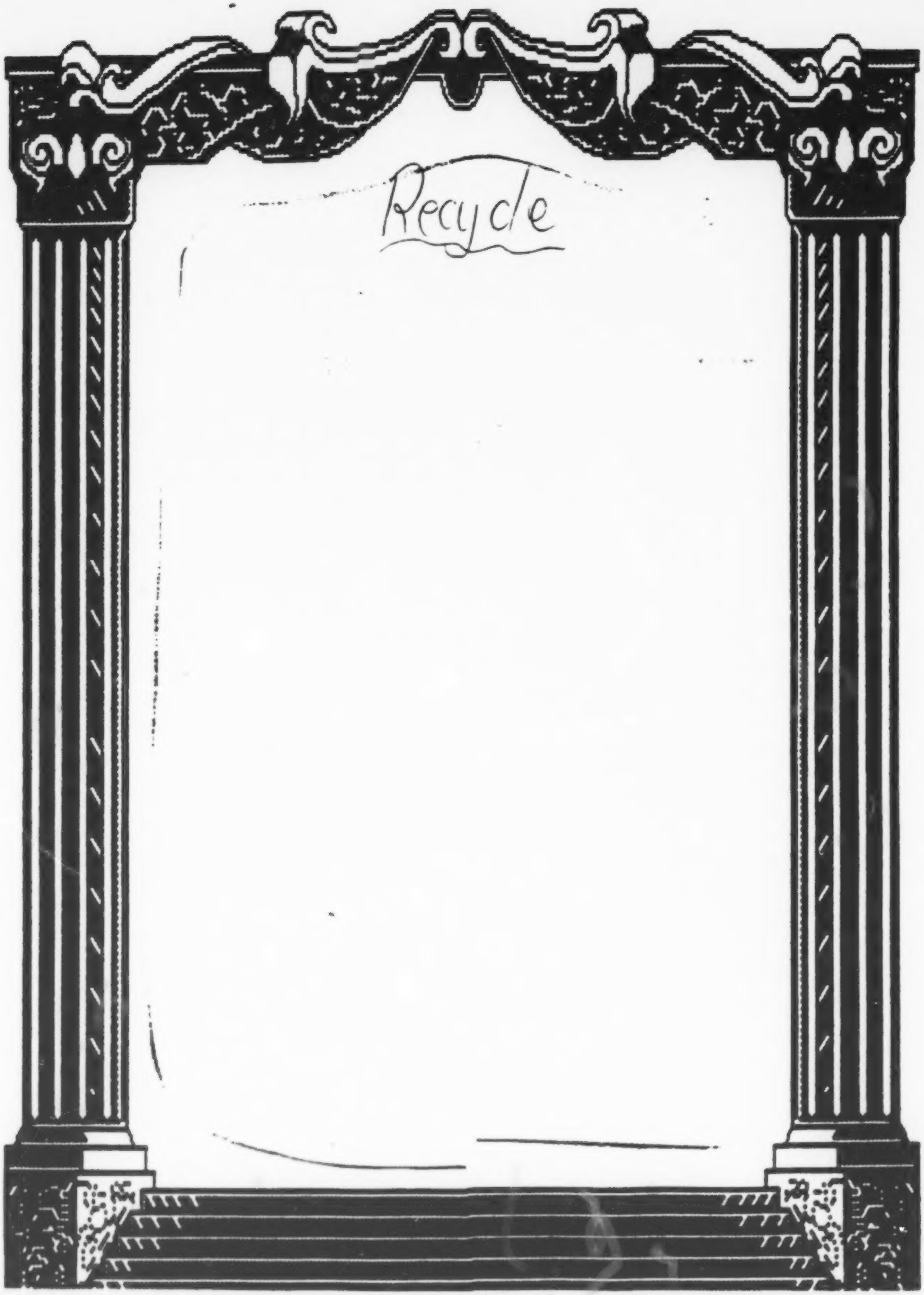
Un Arbol, un Amigo
Un Bosque, Una Familia
Contaminación y Solución
Nuestras Tierras
Agua para Todo
Los Buenos Amigos
¿Sientes Miedo algunas Veces?

Concepts Science in Spanish - Modern Curriculum Press
Los Seres Vivos
Viviendo en la Tierra
De lo que está Compuesta la Tierra
El Tiempo en la Tierra
La Superficie de la Tierra
La Tierra Cambia
La Erosión en la Tierra

Serie Basic Plus - Shortland Publications Ltd.
Casas
Ven a Jugar

El Morado es Parte del Arco Iris
Kowalczyk, Carolyn - Children's Press Chicago
Yo Soy
Milios, Rita - Children's Press Chicago
¡Manzano, Manzano!
Blocksman, Mary - Trans. Alma Flor Ada - Children's Press Chicago

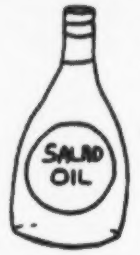
Serie Primera Biblioteca de los Niños - Vendrell, Carme Solé Y Josep Mo. Parramón
Barron's Educational Series, Inc. New York
Las Cuatro Estaciones
La Primavera - El Verano - El Otoño - El Invierno
Los Cinco Sentidos
La Vista - El Oído - El Olfato - El Gusto - El Tacto
La Familia
Los Niños - Los Jóvenes - Los Padres - Los Abuelos
La Vida
La Vida bajo Tierra - La Vida en el Mar - La Vida en el Aire - La Vida sobre la Tierra

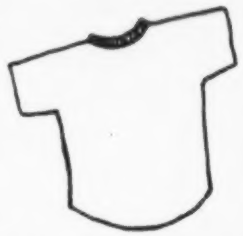


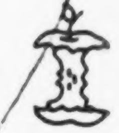
Recycle

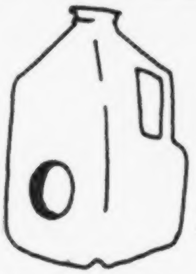
Save! Sort! Recycle!

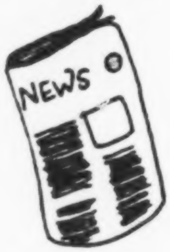
Color the recyclables in the boxes on this page. Then cut them out and paste them into the proper recycling bins on the other page.

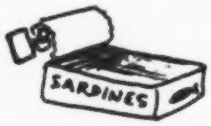


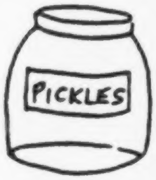


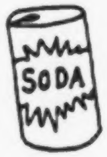


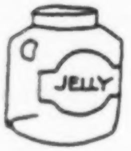


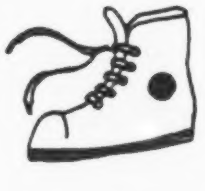


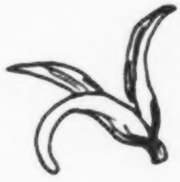


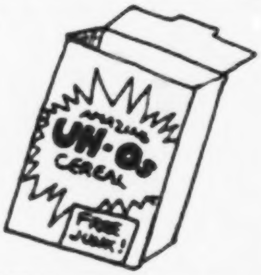








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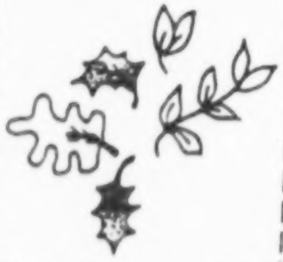
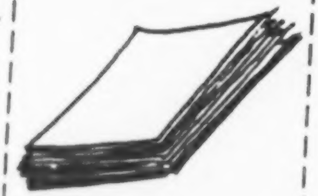
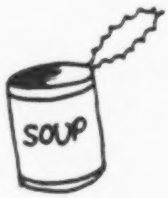
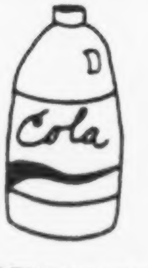
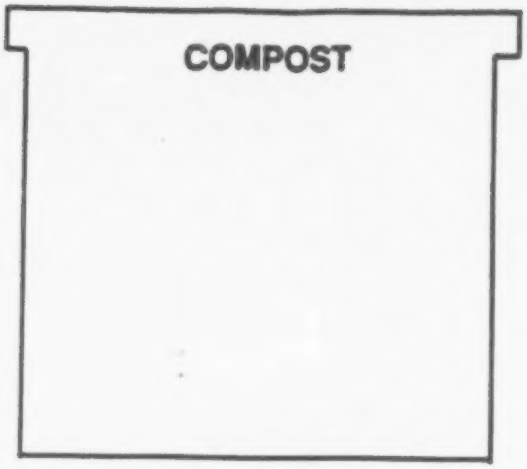
CEREAL
FREE
JUNK!







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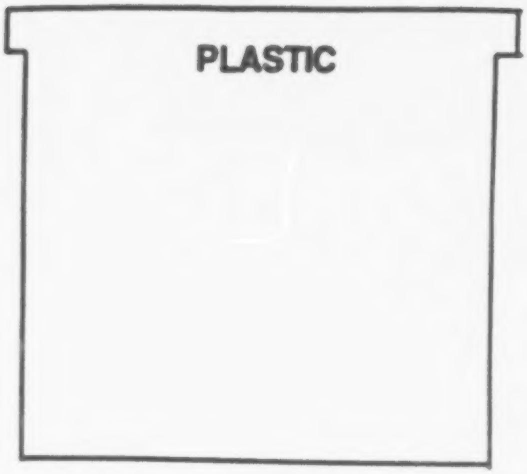
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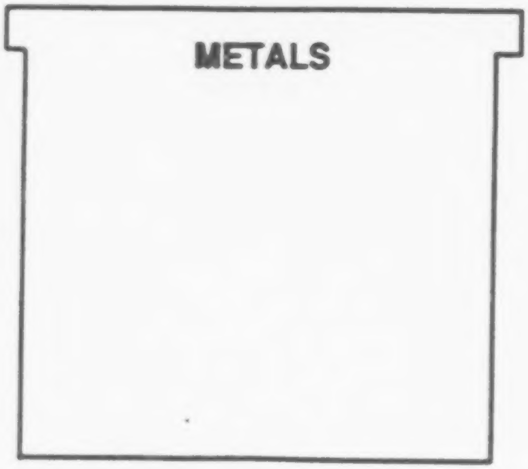
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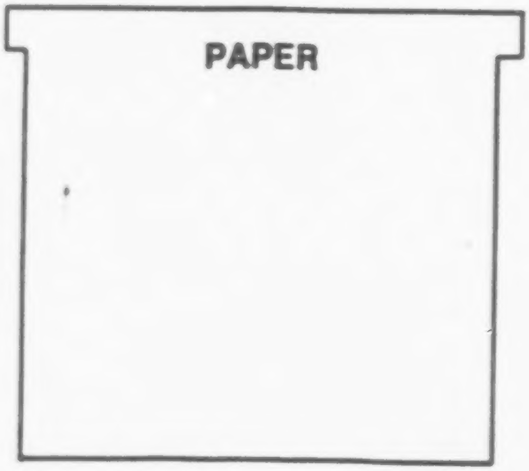
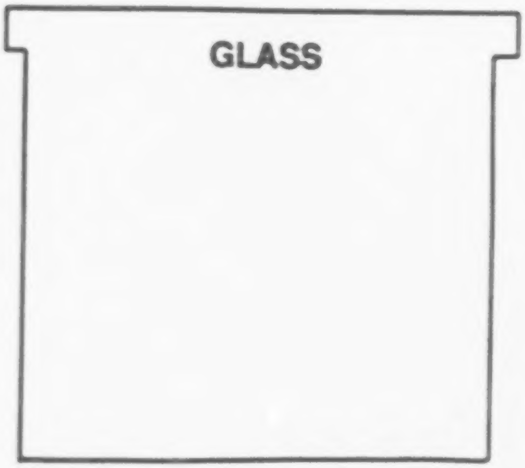
SECOND HAND SHOP


PAPER


GLASS

ACTIVITY 26

Objective:
To illustrate how a common manufacturing process uses resources.

Take a field trip to a papermill or glass manufacturer that uses recycled paper or glass, or to another type of facility that uses recyclables in its manufacturing processes. Discuss with children how many resources the manufacturing process uses (for example, trees, water, energy for papermaking) and how these resources could be saved by using recyclables. Arrange to have someone from the facility speak to the class about its use of recyclables. Find out where the papermill or manufacturer gets the materials that it uses in its processes.

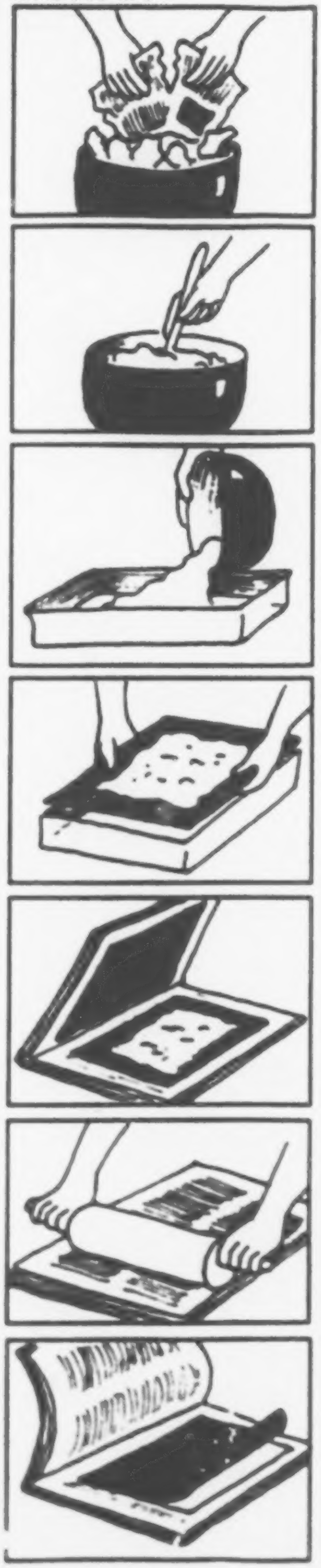
This activity could be followed by making recycled paper out of old waste paper in the classroom.

MAKE YOUR OWN PAPER

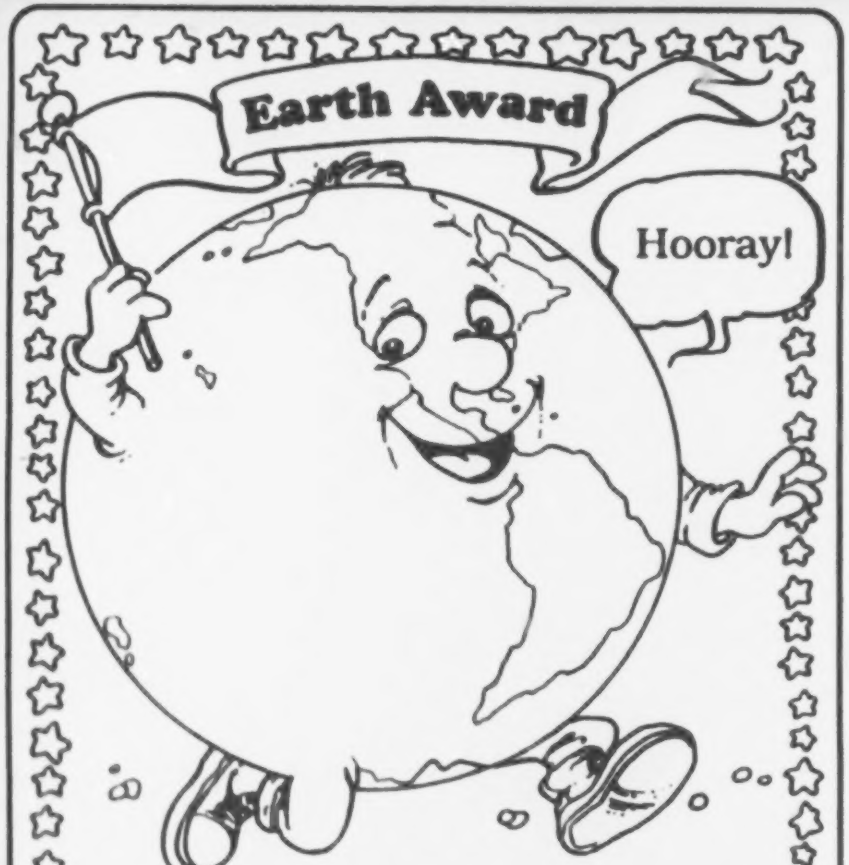
What You Need

Old paper (anything but newspaper)
A piece of screen
A flat dish, a little larger than the screen
4 pieces of blotting paper the size of the screen
A bowl
An egg beater (a blender would be better)
A round jar or rolling pin
Newspaper and blotter paper
2 cups of hot water
2 teaspoons of instant starch (for stronger paper, if desired)

What to Do



1. Tear the paper into very small bits into the bowl. Pour in the hot water.
2. Beat the tissue and water to make pulp.
3. Mix in the starch if desired.
4. Pour the mixture into the flat dish.
5. Slide the screen into the bottom of the dish and move it around until it is evenly covered with pulp.
6. Lift the screen out carefully. Hold it level and let it drain for a minute.
7. Put the screen, pulp side up, on a blotter on some newspaper. Put another blotter over the pulp, more newspaper over that.
8. Roll the jar over the sandwich to squeeze out the rest of the water.
9. Take off the top newspaper. Turn the blotter sandwich over so that the screen is on top. Then take off the blotter and the screen very carefully. Don't move the pulp. There is your paper.
10. Put a dry blotter on the pulp and let it dry.
11. Use the paper for an art or writing lesson. How is this paper different from normal drawing or writing paper?



____

has finished our study of the earth.

86 ________________________ ______________
Teacher's signature Date

Dear ______________________________,

Here are three things I learned in our study of the earth:

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

____

____

Student's signature

Teacher: Fold the page in half to make a card with the parent letter on the front. Have students complete the letter on the front of the card and draw pictures or write about what they have learned on the inside. Fill in the award and send the card home. Or, instead of making a card, cut the page apart and give out the letter and the award separately.

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Dear ______________________.

____

____

Endangered Animals Literature Checklist

☐ Aiken, Conrad. ***Cats and Bats and Things With Wings.*** Atheneum, 1965. Poems about common and uncommon animals including the mandrill.

☐ Callenbach, E. and C. Leefeldt. ***Humphrey the Wayward Whale.*** Heyday Books, 1986. True story of a whale in San Francisco Bay.

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☐ Facklan, Margery. ***Wild Animals, Gentle Women.*** Harcourt, 1978. True story of eleven women who studied wild animals' behavior.

☐ Graham, Ada and Frank. ***The Changing Desert.*** Scribner, 1981. Efforts to save rare plants and animals of the American deserts.

☐ Kalusky, Rebecca. ***Sticker Book of Wild Animals, Vol. 1 and 2.*** Dutton, 1989. Information about wild and endangered animals.

☐ Lazo, Caroline E. ***Endangered Species.*** Crestwood House, 1990. An informative book about species that are endangered.

☐ McCay, William. ***Animals in Danger.*** Macmillan, 1990. A pop-up book about endangered animals.

☐ McClung, Robert. ***America's Endangered Birds: Programs and People Working to Save Them.*** Morrow, 1979. Six endangered birds are covered.

☐ McDearmon, Kay. ***Rocky Mountain Bighorns.*** Dodd, 1980. Complete information about bighorn sheep and why they need protection.

☐ National Geographic Society, ed. ***Animals in Danger: Trying to Save Our Wildlife.*** Books for Young Explorers series, 1978.

☐ Wexo, John B. ***Endangered Animals.*** Creative Education, 1990. Colorful pictures and useful information about animals and how to help them.

☐ Whitfield, Phillip. ***Can the Whales Be Saved?*** Viking, 1989. Endangered whales and how they can be protected from extinction.

☐ ____

☐ ____

____

Teacher's signature

Teacher: Use this page with the "Literature Checklist" ideas on page 3.

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Individual Graphing Experiences

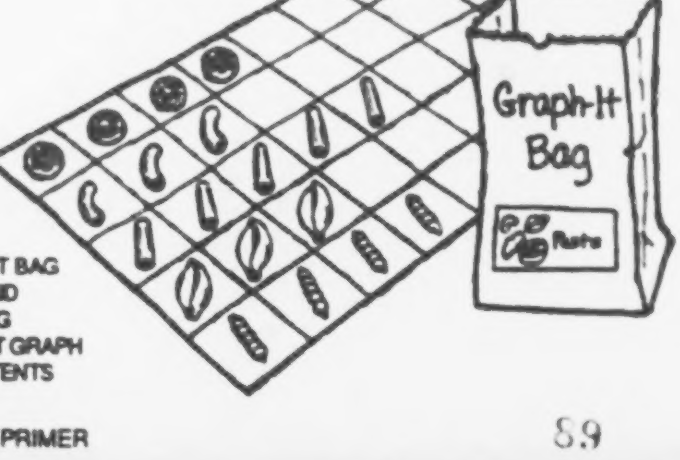
Individual graphing activities provide experiences at all three levels of graphing: real, picture, and abstract. You can place activities at learning centers to provide individual reinforcement of concepts you have introduced with group graphs. The activities can be self-paced and arranged in order from the simplest to most complex, but should be used only after students have had many group graphing experiences.

GRAPH-IT BAGS

Graph-it bags are an easily assembled tool that provides independent graphing experiences at the real graph stage. Graph-it bags are filled with objects that students can classify by an attribute such as size, shape, color, or kind.

Place six to ten graph-it bags, each containing different objects, at a center. A student takes a graph-it bag and a reusable grid, determines the common attribute by sorting and classifying (this could be different from your original intent and still be valid), and arranges the objects by attribute, one object to each square. For example, one bag might contain plastic cars and trucks of different colors. Students could choose to sort the toys by type—car or truck—or by color. Students could sort dyed pasta by color or shape.

A series of graph-it bags could range from lower- to higher-level graphing experiences. Ideally, a set would include separate bags containing objects that could be sorted by two, three, four, five, or six attributes. The objects with just two significant attributes, such as large and small, would provide the simplest graphing experiences. As students are ready, they can move to bags with more attributes, such as five different types of pasta. By providing a range, you are assured that all students have the opportunity to be challenged.



GRAPH-IT BAG WITH GRID SHOWING STUDENT GRAPH OF CONTENTS

Objects for graph-it bags can be inexpensive materials, readily available, such as the following:

- blocks
- buttons
- shells
- beans
- leaves
- pasta
- fabric scraps
- safety pins
- rocks
- keys
- seeds and pods
- crayons
- nuts and bolts
- game pieces
- bottle caps
- postcards
- toy animals
- toy vehicles
- fruit pits
- bread tags
- marbles

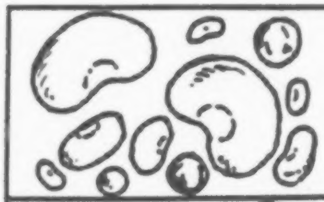
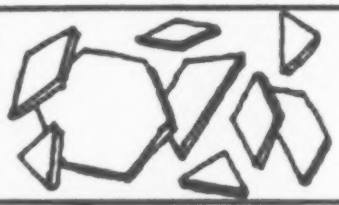
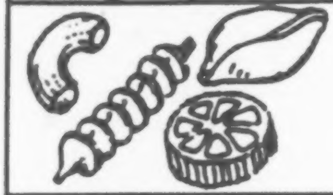
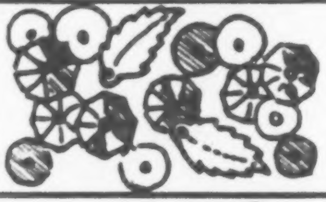
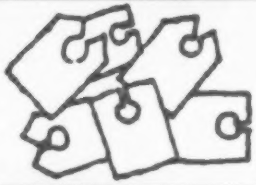
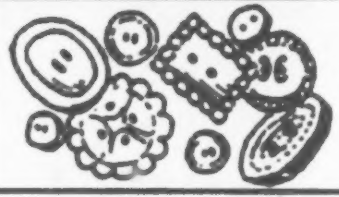
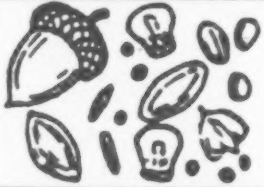
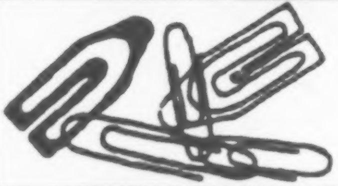
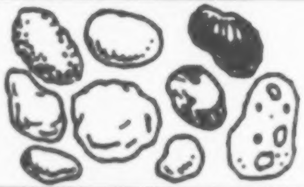
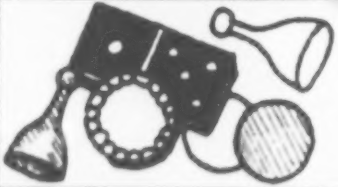
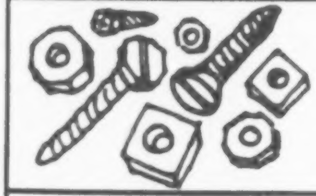
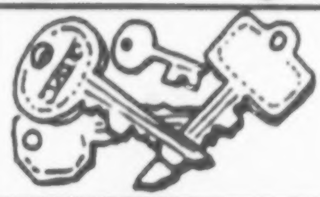
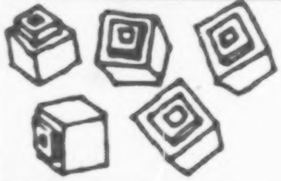
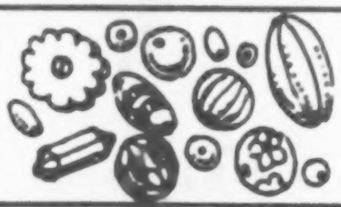
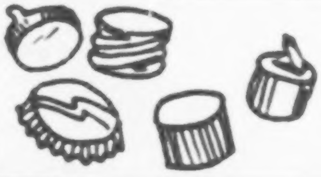
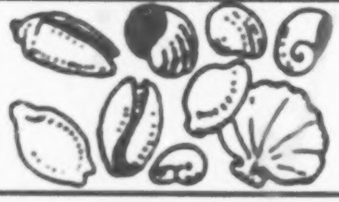
Graph-it bags can be made from a variety of containers, including lunch bags, zip-lock bags, cloth bags with drawstrings, or even margarine tubs or small boxes. Label them on the outside with both the name and a picture of the objects enclosed. The blackline master on page 26 gives you labels for 16 different graph-it bags.

You will need reusable grids for students to use with the graph-it bags. *Graphing Grids* (from Dale Seymour Publications) work well. You could make your own reusable grids by ruling 3-inch squares on a piece of tagboard and covering it with clear contact paper or laminating film for durability. If the objects you want to graph are larger than 3 inches, measure them and rule a larger grid. For graphing objects smaller than one inch, copy the blackline masters on pages 27–30.

After graphing, the student should express—to you, a parent helper, a cross-age tutor, or another student—three statements about what he or she notices about the graph. For example, "There are more macaroni pieces than pasta wheels. There are fewer pasta shells than pasta spirals. There are the same number of elbow macaroni as pasta shells."

After expressing three statements about their graphs, students can use worksheets like the one provided on page 31 to make their own permanent records of the graph-it bags at the pictorial or abstract level. Ask students to write down their conclusions as an extension of this activity. Graph-it bags are excellent for individualizing instruction as they allow students to work at either the concrete, oral, or abstract written level.

LABELS FOR GRAPH-IT BAGS

 Beans	 Pattern blocks
 Pasta	 Sequins
 Bread tags	 Buttons
 Seeds	 Paper clips
 Rocks	 Game pieces
 Nuts and bolts	 Keys
 Unifix cubes	 Beads
 Caps	 Shells

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RECORD OF MY GRAPH-IT BAG

Make a permanent record of your graph-it bag.

Which row has the most?____________

Which row has the least?____________

Write a statement about your graph.

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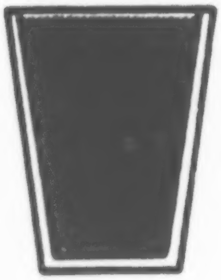
Name ______________________________

WHAT HAPPENS TO WATER WHEN IT FREEZES?

Challenge Picture

Circle the picture that you think shows what the glass of water on the left will look like after the water freezes.



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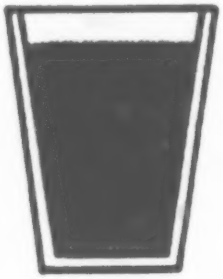
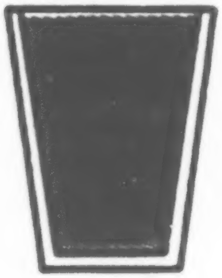
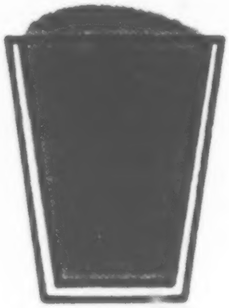




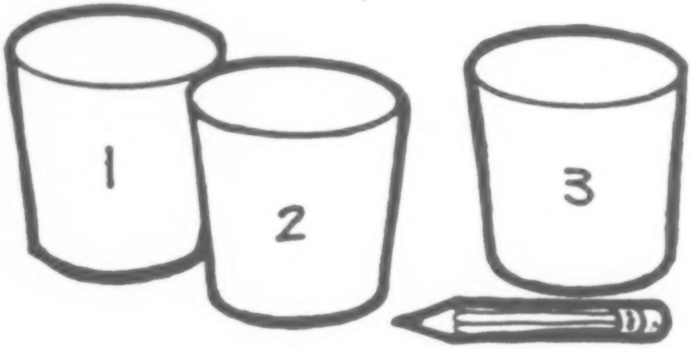


Test Your Prediction

You will need: Three paper or plastic cups, a pencil and a freezer.

Directions:

1. Number the cups: 1, 2, and 3.
2. Fill all three cups to the top with water.
3. Put the cups in the freezer and let them sit until the water is completely frozen.



The water in the cups

☐ shrank. ☐ stayed at the same level. ☐ expanded beyond the top.

Why do you think you used three cups instead of just one? ______________

____

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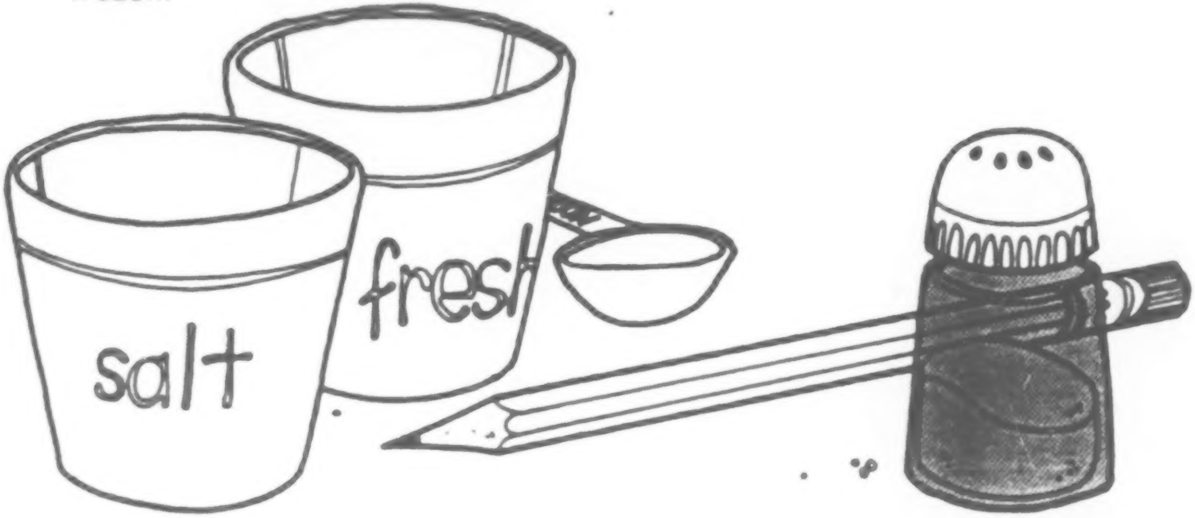
Name ______________________________

WHAT HAPPENS TO SALT WATER WHEN IT FREEZES?

You will need: two paper or plastic cups, a pencil, a tablespoon, salt, a freezer, a clock and a sink.

Directions:

1. Label one cup *salt* and the other cup *fresh*.
2. Put one tablespoon of salt into the salt cup.
3. Fill both cups half full of water. Stir the salt water until the salt dissolves.
4. Put both cups in the freezer. Check every thirty minutes until the water is frozen.



Questions:

1. If there is any liquid on top of the ice in the salt cup, dip your finger into it and taste it. Does it taste fresh or salty? ______________________________
2. Pour any liquid on top of the ice in the salt cup into the sink. Rinse the cube. Taste the ice. Does it taste fresh or salty? ______________________________
3. Tell how the salt water froze differently from the fresh water.

____

____

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TD, A

Name ______________________________

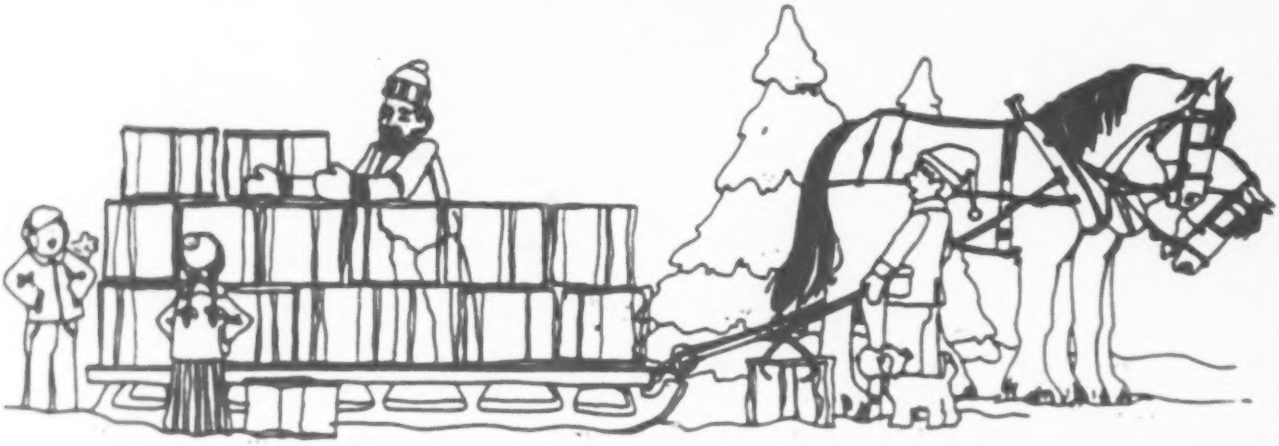
HOLD ONTO THAT ICE!

Before there were refrigerators, there were iceboxes. An icebox was cooled by a big block of ice. When the ice melted, a new block was put into the icebox. There were no freezers. Where did the ice come from?

In the winter, big blocks of ice were chopped out of frozen lakes and ponds. Sometimes a whole town would get together to chop blocks of ice. The ice was coated with layers of sawdust and stacked like building blocks inside a barn.

Everyone helped. The people worked all day chopping the ice, moving it to the barn, and packing it away.

They would share the ice as long as it lasted. It is hard to believe, but the blocks of ice lasted until the middle of the hot summer.



Make a list of five different ways that you might keep an ice cube from melting.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

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Name ______________________________

HOLD ONTO THAT ICE — continued

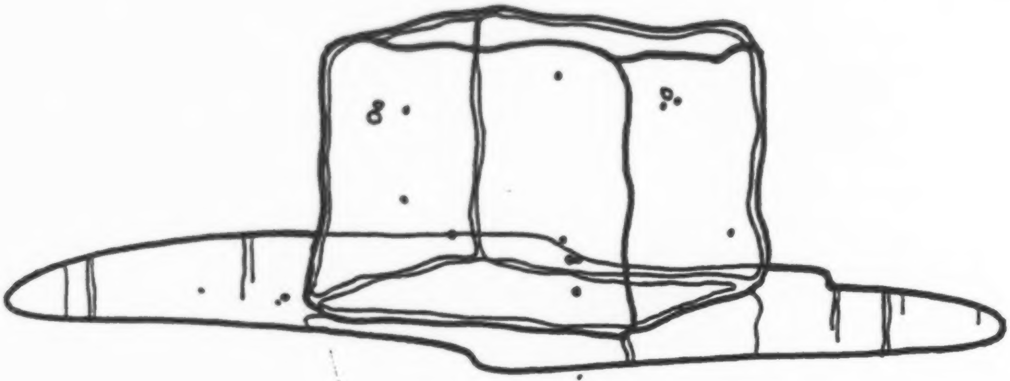
Let's test your ideas. Get five ice cubes — one cube for each of your ideas.

Use a metric ruler to measure how many centimeters long each cube is. Write this information on the chart.

Try each of your ideas. Measure the cubes again after thirty minutes. Write this information on the chart.

Measure the cubes again after one hour and write this information on the chart.

Which cube did the best? ______________________________



WAYS TO STOP MELTING	CUBES	BEGINNING MEASUREMENT	AFTER THIRTY MINUTES	AFTER ONE HOUR

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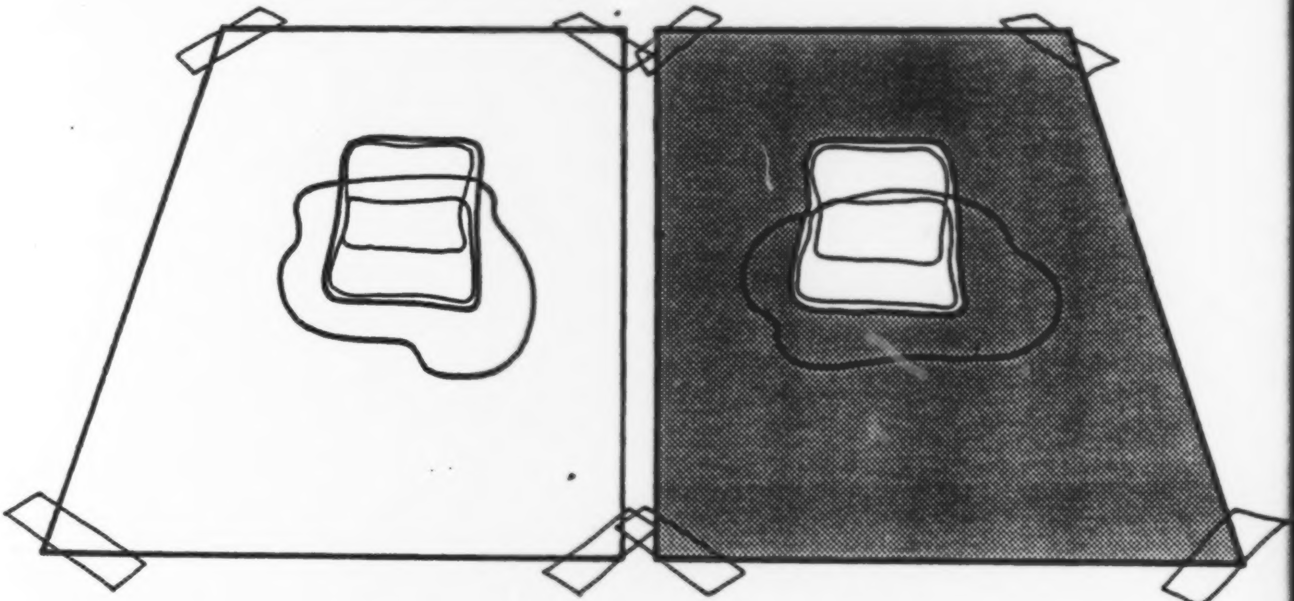
Name ______________________________

WHICH WILL SOAK UP HEAT FASTER?

You will need: a piece of white construction paper, a piece of black construction paper, tape, two ice cubes (must be the same size), a pencil and a clock.

Directions:

1. Put the white and black pieces of paper side by side in a sunny spot. This can be outside or by a window. Tape the corners of the paper down.
2. Put an ice cube on the center of each piece of paper.
3. Draw around the cube with a pencil.
4. Check the cubes every five minutes.



Questions:

1. After five minutes, the bigger puddle of water was

   ☐ on the white paper. ☐ on the black paper.

2. The cube that melted away first was

   ☐ on the white paper. ☐ on the black paper.

3. On a hot day, it would be more comfortable to wear

   ☐ a white shirt or blouse. ☐ a black shirt or blouse.

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Living Graphs

Do this as a group activity so that all the children participate in making and then interpreting the graph.

"What Is Your Favorite Color?" Graph

Preparation: Make a graph on chart paper as shown in the diagram below.
Cut rectangles from several different colors of construction paper to fit the graph..

Making the Graph:

Take a small group of children at a time.
Ask each child to tell you his favorite color and to choose it from the pile.
Print his name on it or ask him to do it if he can.
Then help him to paste the rectangle in the correct place on the graph.
Add your own name to the graph!
When everyone has had a turn, call the children together to interpret the graph.

What Is Your Favorite Color?

		Ben	
Althea		Arthur	
Iris		Prennis	
Sue	Derek	Jesús	Valerie
Bobby	Juan	Lin	Jack
RED	YELLOW	BLUE	GREEN

Interpreting the Graph:

Ask several children to show where they pasted their square.
Ask all children who like red best to clap their hands.
Ask all children who like blue best to stand up and turn around.
Ask all children who like green best to jump up and down.
Ask all those who like yellow best to stand up and stomp their feet. Count them. Then count the yellow rectangles on the graph. Compare. Discuss.
Do the same for each color.
Ask which color is the most popular. How do they know?
Ask which color is the least popular. How do they know?
Display the colorful graph in the classroom.

Other Graph Topics

What Month Is Your Birthday?

What Letter Begins Your Name?

How Old Are You?

What Is Your Favorite Holiday?

Suggested Activities *(cont.)*

ENJOYING THE BOOK

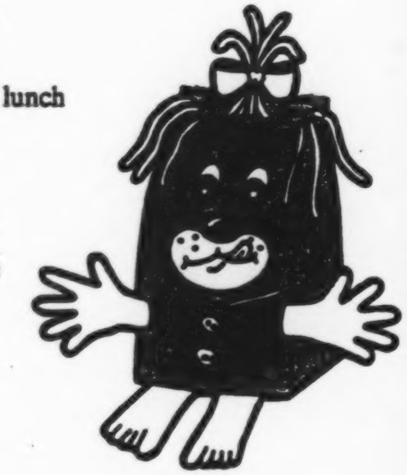
- Show the cover of *All by Myself* to the children and have them predict what the story might be about. Record their predictions. Look at the pictures in the book, noticing detail and discussing what might be happening without reading the words. Now read the story aloud to the class for enjoyment.
- On another day, reread and discuss the story focussing on the concepts of independence and learning new skills.
    1. Why did he try to do these things by himself?
    2. Which things could he do well?
    3. Which things were difficult for him to do by himself?
    4. Do you try to do things all by yourself? Why?
    5. Which things can you do all by yourself?
- Follow up with the following story retelling activity.

Make Puppet Dolls!

Materials: Brown lunch bags; newspaper for stuffing; white construction paper; one set of patterns (page 9) for each child; tape; markers; scissors; paste

Directions:

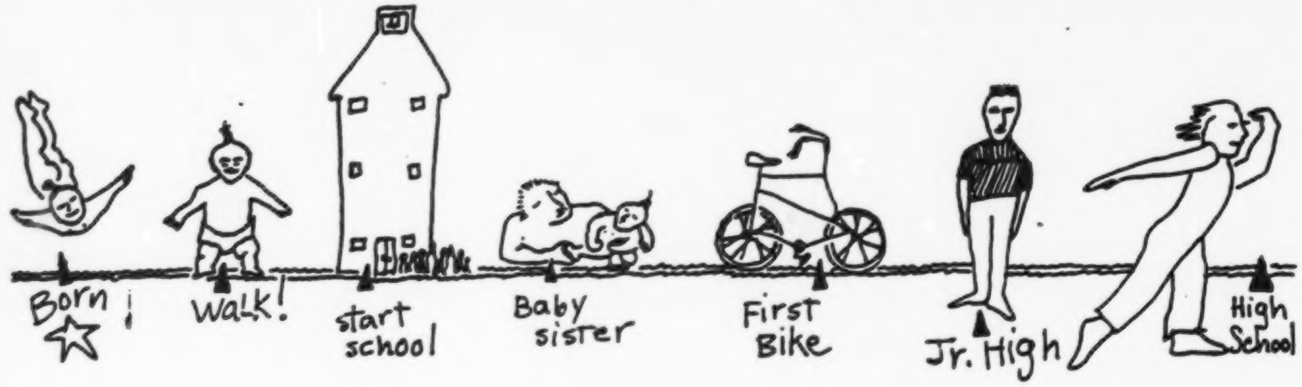
1. Open the lunch bag and stuff it with scrunched newspaper. Tape the top closed.
2. Color and cut out the face patterns you choose. Paste them onto the lunch bag.
3. Color clothes onto the lunch bag if you like.
4. Trace your own feet on construction paper. Color and cut out. Paste them onto the bottom of the bag.
5. Trace your own hands on construction paper. Color and cut out. Paste them onto the sides of the bag.
6. Paste on yarn or paper scraps for hair, if you wish.
7. Use the puppets to retell the story.



EXTENDING THE BOOK

Circle Time Activities

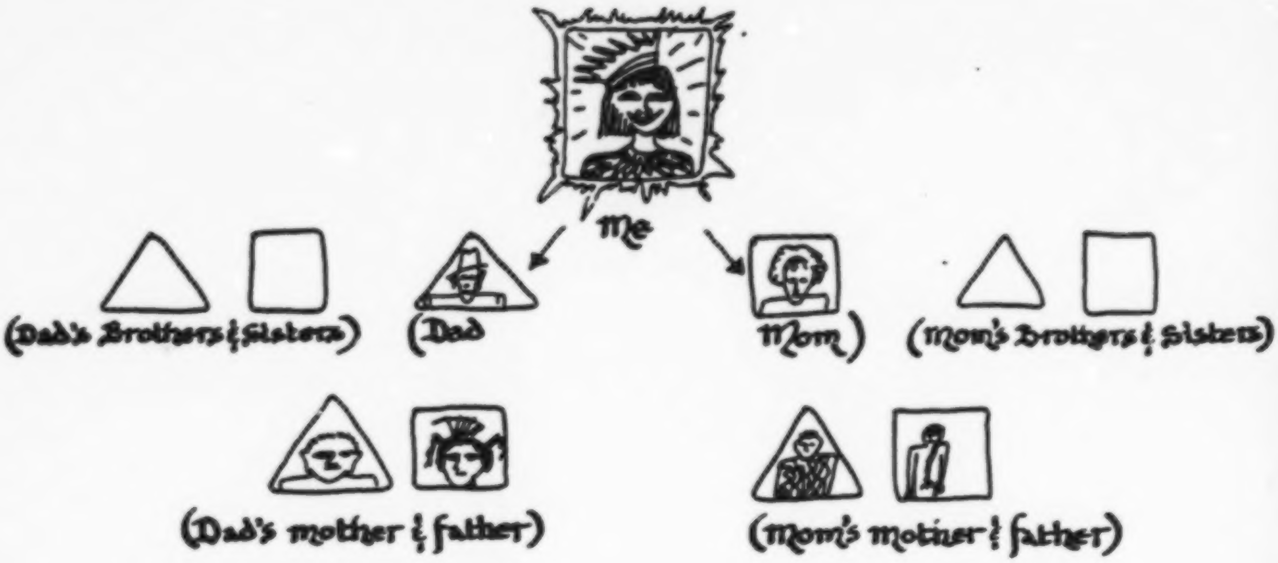
- **Look at Me:** Set up a full-length mirror. Ask each child to look at himself in the mirror for a minute. Then ask him to close his eyes and describe himself. Ask the others to add to his description.



Student Activities

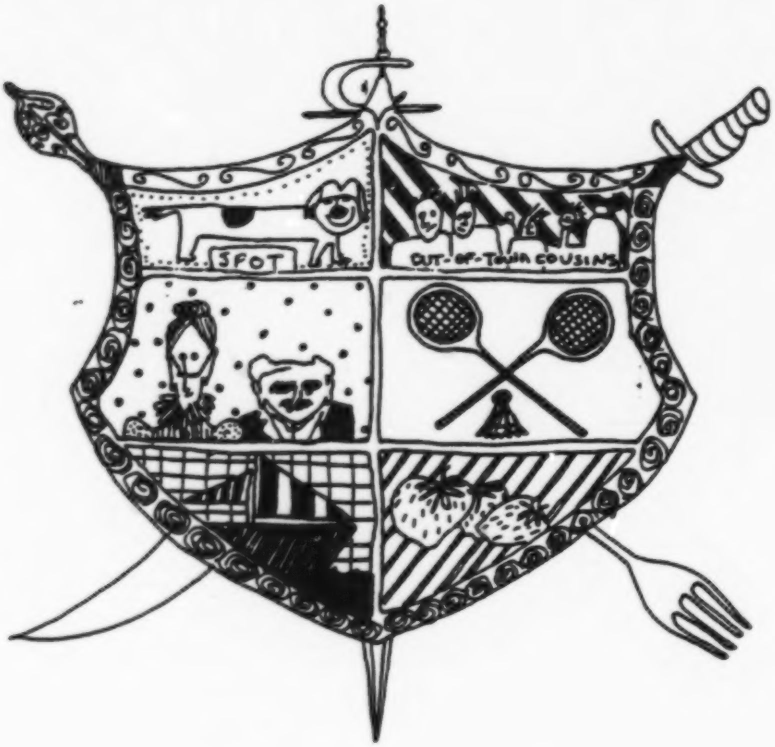
1. Make a personal time line. Start with your birthday. Collect as much information about yourself as you can. Write each important event starting with your birth date and place on a 3 x 5 card. Place the date in the upper right-hand corner. Arrange all your cards in the order of occurrence. Now get some mural paper. Draw a thick line through the middle for your time line. Lay your cards out to allow for good spacing, illustrations, or the gluing on of photographs or documents. Place a large red dot for each event. Rewrite what you have on your 3 x 5 card or paste the card in that spot. Illustrate each event or decorate with pictures or other mementos. In the center and at the top of your time-line mural, write your name in bold letters.

2. Make your family time line. Concentrate on your family unit for a family history. On 3 x 5 cards, list major events in your immediate family's history including births, graduations, exciting trips, awards won, special anniversaries, deaths, etc. Use the same directions given for your personal time line. When you have completed arranging your information, title your mural appropriately "The History of the Kocyn Family" or "The Majian Family History" or something similar.


Me
(Dad's Brothers & Sisters)
(Dad
Mom)
(Mom's Brothers & Sisters)
(Dad's mother & father)
(Mom's mother & father)

3. Chart your family tree. Talk with your mom and dad, your grandparents, aunts, uncles, cousins. Try to collect as much information from each member as you can to help construct your family tree. Remember to ask about the maiden names of all the married women in your family history. On a large poster board, diagram your family line. Write each male member's name on a triangle and each female member's name on a square. Start with yourself at the top of the poster board and begin placing other members of your family below. Use one line for each generation. Go as far back as you can. If you have small photographs and the space to paste them in, do so.

4. Design a crest to represent your family. Interview as many of your relatives as you can. Find out about the various occupations in your family. Ask about everyone's interests, likes and dislikes. From this, construct a crest for your family. Use this basic form:



Here are some suggestions about what you might want to place in each square:

your family's nicest trait or quality
an animal or bird to represent your family
a flower to represent your family
a color to represent your family
a religious symbol for your family
a hobby or a sport which characterizes your family
a popular food in your family
an important object in your family